DOCUMENT RESUME

ED 140 558 EC 101 171

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TITLE Individually Prescribed Program of Instruction for Pupils Who Are Orthopedically Handicapped.
INSTITUTION South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE 77
NOTE 451p.

EDRS PRICE MF-$0.83 HC-$24.77 Plus Postage.
DESCRIPTORS Adapted Physical Education; Creative Art; *Curriculum Guides; Definitions; Elementary Secondary Education; *Individualized Programs; Instructional Aids; Language Arts; Mathematics; Normalization (Handicapped); *Orthopedically Handicapped; Physically Handicapped; Recreational Activities; Sciences; Self Concept; Sensory Experience; Social Studies; Student Evaluation; Task Analysis; *Teaching Guides; Vocational Education

ABSTRACT

Intended for teachers of the orthopedically handicapped, the document provides the framework and resource from which to implement individualized educational programs (IEPs). The first two sections cover the reationale for IEPs, definitions of levels of orthopedic handicaps, and program goals. The bulk of the document consists of IEP activities in the following areas: language arts, mathematics, social studies, science, sensory experiences, creative arts, prevocational/vocational, adapted physical education, self help/self concept, life experiences, and leisure time activities. Activities for each area are presented in table form with information which includes developmental level (primary, intermediate, secondary); degree of physical handicap (moderate, severe); behavioral objective; enabling activities; facilities/materials/equipment modifications/adaptations; and materials and references. Additional sections address the topics of task analysis, communication boards, pupil development assessment, and teaching aids. Also provided is a 24-entry bibliography. (SBH)

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EC 101 171 - ED140558

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Individually Prescribed Program of Instruction

for

Pupils Who Are Orthopedically Handicapped

Carol B. Fusco, Consultant
Orthopedically Handicapped
Office of Programs for the Handicapped

1977

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FOREWORD

The educational program for the child with an orthopedic handicap has transformed from a medical model, in which educators provided an atmosphere of non-stress, to an educational model, in which the pupil is academically stimulated and allowed to progress educationally and motorically as far as he is able. Because of changes in philosophy and thrust, increasing numbers of pupils are placed in the mainstream of public education. As a further impetus to this change, legislative actions are mandating that public education be afforded to all children, regardless of the complexity of their handicapping condition.

With the passage of the Public Law 94-142, a number of critical stipulations must be adhered to by both the state and local education agencies. One such requirement is the development and maintenance of an individualized educational program for all handicapped pupils. This document has been designed to provide teachers of the orthopedically handicapped with the framework and resource from which to implement an appropriate and constructive educational plan for each pupil within their realm of responsibility.

Cyril B. Busbee
State Superintendent of Education

INTRODUCTION

One of the greatest concerns of teachers of the orthopedically handicapped is the paucity of information available relative to specific programmatic techniques appropriate for their classroom population. This document, phase two of a three-phase plan, represents an attempt to fill this need.

This document hopefully will provide a valuable resource to teachers of the orthopedically handicapped who are seeking realistic program goals, materials, bibliographies and specific teaching aids. A sample assessment form has been included for utilization with the individual behavioral objectives, and additional space for subsequent activities and behavioral objectives to be developed by the teacher has been provided.

The State Department of Education offers this publication in the hope that it will, ultimately, enable the teacher to create the most appropriate and effective learning environment for all pupils who are orthopedically handicapped.

Charlie G. Williams, Deputy Superintendent
Division of Instruction

Robert S. Black, Director
Office of Programs for the Handicapped

Carol B. Fusco, Consultant
Orthopedically Handicapped

Grateful appreciation is expressed to the teachers throughout the state who contributed examples of "teaching aids." These innovative and unique materials and equipment and/or the unique utilization of the items will, hopefully, augment the effectiveness of the learning environment for each pupil who is orthopedically handicapped.

RATIONALE

Prior to beginning educational programming, the teacher must be aware that many subtle physical problems, associated with the pupil's major orthopedic handicap, may impede his educational development to a level of mental and social maturity consistent with his chronological age. If comprehensive medical records and data are not available, it would be necessary for the teacher to seek assistance from a physician and/or occupational or physical therapist in order that the child's problem(s) may be assessed, ameliorated and/or remediated, if possible. It is imperative to realize that this early identification and correction, even if related only to a postural problem such as in scoliosis, may prevent deterioration or permanent damage to the affected organs or limbs, and, thus, enhance its remediation.

The classroom teacher must remember that, undeniably, a child's physical condition affects the learning process and, therefore, has distinct implications for creating the learning environment. Unique methodologic approaches and classroom arrangement, specialized equipment individualized to meet the needs of the pupil, and behavior management represent some necessary considerations. Prosthetic devices and appliances may often be considered as prerequisite to the child's acquistion of learning. Limitations in mobility and physical incoordination hinder the child's ability to manipulate objects, explore his environment or play with other children. Due to these limitations, his background of experiences is deprived and provides less foundation for building new concepts, and, thus, dictates a need for concrete learning activities.

Associated with the orthopedic problems, myriad intellectual, neurologic, cognitive, behavioral and perceptural impairments are evidenced in a significant number of pupils, creating a heterogeneous classroom unit in composition, with a wide spectrum of handicapping conditions within the unit.

The following problems may be typically manifested:

Receptive and/or expressive, that is, the sense modalities may be so impaired that the child is unable to receive, organize, or interpret stimuli, or these processes may be distorted. Therefore, without intervention, the end result may be social isolation due to the child's inability to interact with others in the social milieu.

Social and/or emotional, due to the possible over protectiveness, overadapting, rejection or lack of acceptance by the family. The child may resort to submissiveness, dependency, resignation to his handicap rather than recognition of his limitations, compensation for feelings of inferiority, and inadequacy by indulging in fantasy or unrealistic goals; additionally, he may revolt or become aggressive.

Neurological impairment, due to injury, trauma or maldevelopment. This deficit may result in behavior dysfunctioning in the form of hyperactivity, short attention span, distractibility, perseveration, impulsivity, or low tolerance.

Perceptual distortions, due to the cerebral dysfunction. The result may be inability to perceive the "gestalt" or the organized whole, letter/word reversals, poor copying skills, discrimination difficulties.

Mental retardation
Learning problems
Seizures
Visual handicaps
Auditory/speech handicaps
Weakened physical condition or low vitality

Realizing that the area of the orthopedically handicapped manifests itself in a multiplicity of handicapping conditions, degrees of physical impairment and concomitant problems, it behooves the educator to categorize any one condition into one educational slot or to make generalized statements relevant to the area as a whole. However, it would appear that in order to provide a meaningful and logical breakdown of the educational program, the levels of instruction should be based upon the various degrees of physical involvement. In this manner, realistic goals and objectives may be indicated, and the pupil may be placed on the most appropriate track in an effort to enable him to approximate his goals. Extreme caution should be taken, though, that pupils not be allowed to remain in one track without periodic assessment, analysis and re-evaluation of their progress.

Levels of Orthopedic Handicaps

The levels of instruction will be based upon: (1) mild, (2) moderate, (3) severe physical involvement, and (4) minimal physical involvement, not addressed in this document. It is this last level of involvement in which the child, though possessing a physical problem, is not "handicapped," per se, and thereby, does not need supportive services, adaptations or renovations. The following degrees of physical involvement, with their descriptions, shall serve as the educational planning base, with intellectual levels addressed within this framework:

Mild: These pupils are generally educated in the mainstream. Their problems are primarily limited to gross motor difficulties, one-limb involvement, or weakened physical condition due to a health impairment with no other significant problems. Neither a modification in the curriculum nor unusual methods of instruction is necessary, in most cases.

Moderate: These pupils are generally placed in the resource or itinerant program. The physical problems may include difficulty in fine motor activities due to the progressive nature of the disease, such as muscular dystrophy or mild cerebral dysfunction. Concomitant problems such as emotional, visual, speech or hearing handicaps may be evidenced. Special mobility and postural devices would be necessary in addition to the curricular modifications.

Severe: Pupils with severe physical involvement and major concomitant handicaps are usually placed in self-contained programs. Severe physical involvement may connote paralysis, non-ambulation, no use of upper extremities (necessitating the use of head gear for participation in academics). Concomitant handicaps may include either no or unintelligible speech, severe visual/perceptual handicap, retardation, and/or behavioral disorders.

Two final points relate to intellectual level versus motor ability and facilities. It is, indeed, imperative that the educational team understand that no correlation exists between the severity of physical involvement and academic and intellectual potential of the child. Secondly, a program providing educational facilities for children with physical handicaps should consider the importance of special mobility and postural devices for these pupils. While such equipment is not educational, its presence in the program may facilitate the educational process. Conversely, its absence may render the instructional/educational efforts null and void.

In summary, the child with an orthopedic problem represents a multidimensional disorder in which the motor disability is recognized for its associated neurologic, cognitive, affective and perceptual impairments. An effective educational program, therefore, cannot be achieved by piecing together the efforts of many independently operating professionals; it must transpire through an interdisciplinary team effort with coordination and communciation of goals and objectives for each pupil involved.

In a section that follows, an individual educational plan is presented in the form of behavioral objectives with strategies for implementation, suggested equipment/facilities/materials modifications and resources. This format will, hopefully, assist the teacher in creating an educational program to meet the total educational needs of her pupils.

PROGRAM GOALS

Public Law 94-142 sets forth the requirement of an Individualized Educational Program (IEP) and its component parts. The program is to be revised annually, shall be designed especially to meet the unique needs of the child and shall include the following:

a) Present level of educational performance
b) Goals and short-term objectives
c) Specific services to be provided and amount of time required
d) Starting date and expected duration of services
e) Evaluation criteria

In accordance with this federal mandate, the following goals are offered for consideration for inclusion in the educational program for all pupils who are orthopedically handicapped. In part or totally, these goals and objectives should provide the foundation of the program for each child.

I. Promote the pupil's academic skills through the development of cognitive structures.

II. Improve the pupil's ability to communicate utilizing any means possible.

III. Assist the pupil in intra/interpersonal growth through the development and fostering of:

   a) Self control
   b) Positive self concept by discovering his talents through his own insights and the assistance of his teachers
   c) Effective relationships with peers

IV. Enable the pupil to have a realistic awareness of the limitations of his capabilities as a result of actual exposure to skills required in given areas, and, ultimately, adjust his skills accordingly.

V. Enhance the ability to respond positively to authority in a vocational environment through actual or simulated contacts.

VI. Introduce the pupil to a variety of life experiences in the community, work situations and the work orientation process.

VII. Further the pupil's ability to acquire vocational skills commensurate with his capabilities and sufficient to qualify him for entry into the world of work.

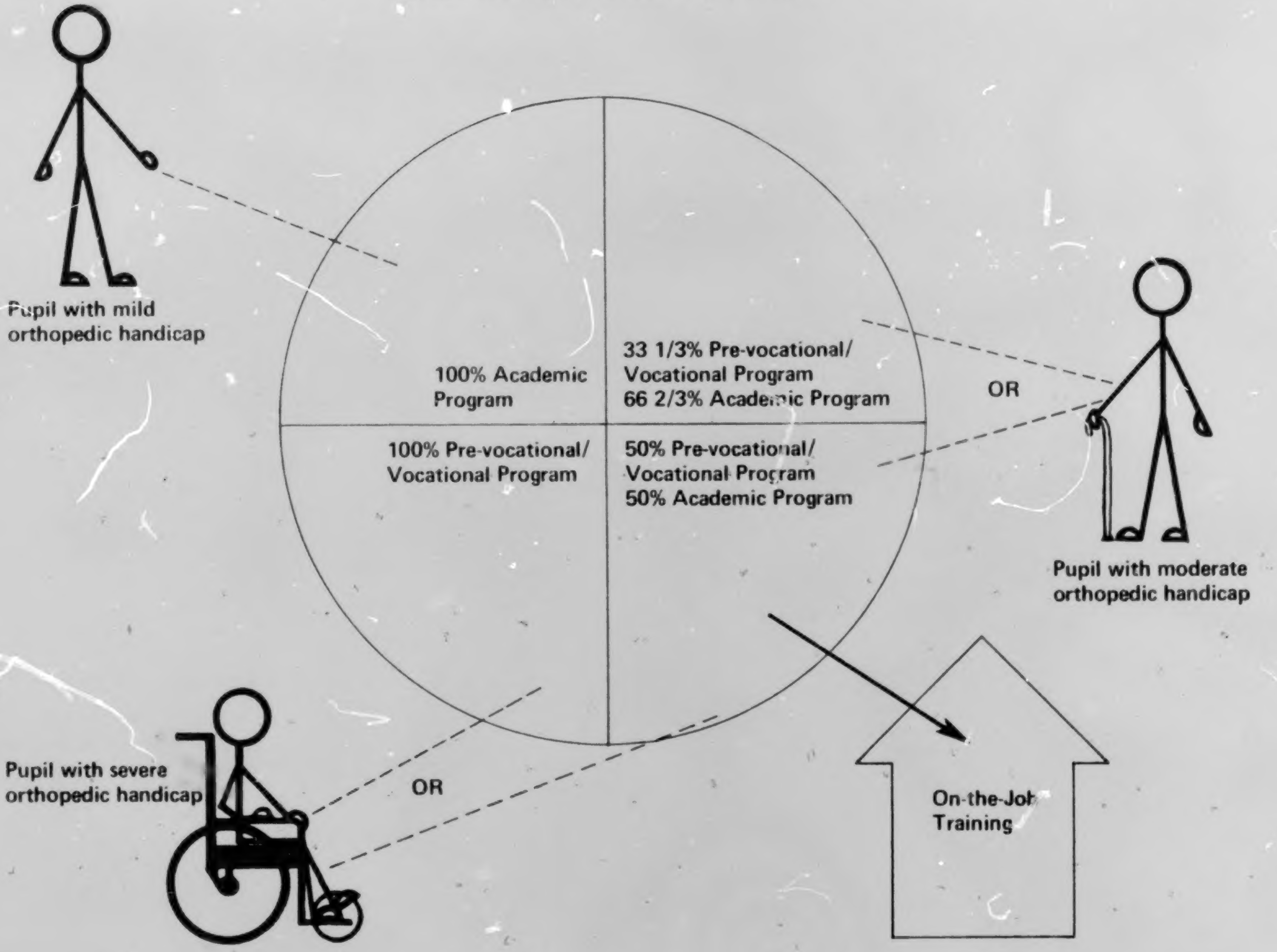
VIII. Promote the pupil's ability to acquire skills for leisure time and recreational activities.

IX. Provide the pupil with coping skills necessary to deal effectively with his physical, social and emotional needs.

X. Encourage and provide skills necessary for the pupil to function as independently as possible.

XI. Develop mobility/coordination/body mastery skills to enable the pupil to function as independently as possible.

RECOMMENDED ACADEMIC TRACKING
OF
PUPILS WITH ORTHOPEDIC HANDICAPS


Pupil with mild orthopedic handicap
100% Academic Program
33 1/3% Pre-vocational/ Vocational Program 66 2/3% Academic Program
OR
100% Pre-vocational/ Vocational Program
50% Pre-vocational/ Vocational Program 50% Academic Program
Pupil with moderate orthopedic handicap
Pupil with severe orthopedic handicap
OR
On-the-Job Training

The following information relative to educational modifications appropriate for children with a mild degree of physical handicap may be considered for all curriculum areas and developmental levels. This general information is presented in narrative form for these children do not need specific curricular and facilities alterations but rather need very minor considerations on the part of the regular classroom teacher alone in order for their full potential to be realized.

Behavioral Objective

While the behavioral objectives for these pupils are indistinguishably different from those for regular students, the determination of the ultimate goals for each pupil should predicate the establishment of behavioral objectives.

Enabling Activities

1. Emphasis should be placed on the inclusion of field trips as first-hand experiences.
2. Pupils should be encouraged to work cooperatively with others.
3. Training in self-directed activities should be stressed.
4. Provisions must be made for continuous evaluations/re-evaluations of physical and academic progress.
5. Visual and kinesthetic approaches should be combined with traditional teaching methods.
6. Independence in both the physical and academic realms should be stressed.
7. Integrating all areas of the curriculum is necessary.
8. Provisions should be made for enriched educational experiences to compensate for the early experiential deprivation of the pupil.

Facilities/Materials/Equipment Modifications/Adaptations

1. The child with an orthopedic handicap requires materials he can manipulate and which allow practice in observation.
2. Materials presented should be according to the rate of progress of each child, for many children with orthopedic problems must work at a slower pace.

3. Facility features may include:

   a. wide doorways
   b. nonskid floors
   c. foot rests
   d. elimination of protruding, sharp edges
   e. handrails
   f. adapted restroom facilities
   g. ramp
   h. removal of architectural and mechanical barriers

4. Equipment modifications may include:

   a. items to reduce spasticity (i.e., wrist weights, magnetic wrists hold down)
   b. stabilizers
   c. standing tables
   d. adjustable-height chalkboards

5. Materials modifications may include:

   a. square/flat pencils, crayons
   b. "built-up" writing utensils
   c. several layers of masking tape near end of pencil
   d. "hold down" devices for papers, tape, two (2) rulers, clip board
   e. acetate over writing surfaces
   f. braille writing paper

LANGUAGE ARTS SECTION

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify all vowels within a group of words with 80 percent accuracy.	1. Teacher/child will discuss all vowels and pupil will write them on the board. Vowels will then be erased.		Teacher-made flash cards and paragraph (laminated)
	2. Teacher will show flash cards and ask child to point to vowels within the word and say the name.		5" x 7" flash cards with sight words to be learned.
	3. Given a short paragraph, the child will be asked to mark all vowels.	3. Paragraph may need to be either typed on a primary typewriter or hand printed in large letters.	

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Language Arts

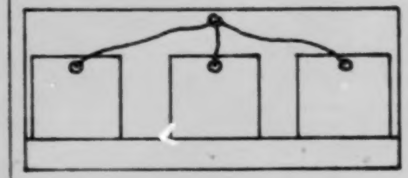
DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify objects with a designated beginning sound with 80 percent accuracy.	1. Given two boxes with objects already appropriately categorized, child and teacher [illegible] cuss objects and sound of initial letter. 2. After removing all objects from boxes, child is asked to replace objects into correct boxes. 3. Proceed in this manner for all letters in the alphabet. *Categorizing in this manner may include colors, concepts (rough/smooth), animals, etc.		Twenty-six boxes, designated for each letter of alphabet At least two (2) objects beginning with each letter of the alphabet

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Language Arts

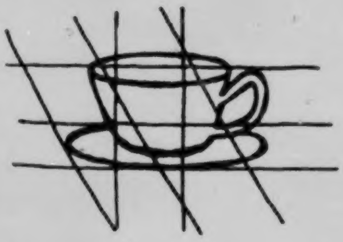
DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to arrange pictures in logical sequence with 100 percent accuracy.	1. Child looks through pictures in the given set. 2. After he decides what happened in the story, he places the first picture in the sequence at the left of the chart holder. 3. Child proceeds until each story has been completed and the pictures have been appropriately placed. (More complicated and lengthier sequences may be developed; additionally, words of a sentence may be used.)	Cards should be made on thick paper or poster board, then laminated.	Teacher-made sets of three cards that tell a story when placed together Small pocket holder for each set Yarn tied through a hole in each picture, then secured to chart holder 

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify an object in a scrambled background with 100 percent accuracy.	1. While child is blindfolded, teacher will draw an object on the board with bold lines. Blindfold is removed. 2. Child tries to guess original object. 3. Teacher covers the object with several lines. (See materials/references.) 4. Child is asked to erase all the excess lines to reproduce the original picture. *If the child has difficulty, he may be given a copy of the object without lines to go by as he erases. *Letters, words, numbers or anything the child is having trouble in discriminating may be used.		Chalkboard or portable easel, chalk, eraser 

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Language Arts

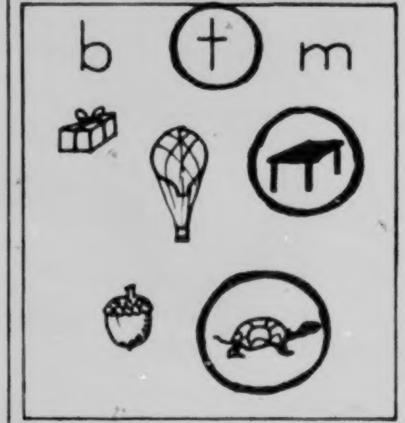
DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to reproduce a design with 100 percent accuracy.	1. Teacher presents to child cards to be replicated using blocks. 2. Child manipulates blocks to reproduce card. 3. In order to increase level of difficulty, child may work within a time limit. 4. Child may chart the length of time required to reproduce the design.	Child may begin by feeling design (letters, etc.) before reproducing them. When using beads, child should hold string in non-involved or less involved hand and bead in more involved hand.	*Cubasco Puzzle Blocs-Automobiles* by MEAD Educational Services Atlanta, Georgia 30307 or *Parquetry Design Blocks* by Milton Bradley Springfield, Massachusetts 1964 Groovy Letters (IDEAL) Multivariant Sequencing Beads/Multivariant Sequencing Bead Patterns (DLM) Pegboard/Pegboard Designs (DLM)

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to indicate, from a minimum of ten (10) to a maximum of thirty (30), beginning sounds with a specified letter or sound with 80 percent accuracy.	1. Child and teacher discuss all pictures and key letters on communication board. (Number of pictures would vary according to level of child.) 2. Child is asked to say sounds at top of board. 3. Child is asked to locate a picture that begins like "bbb." 4. After a similar exercise with each sound, the child is instructed to put a ring around all pictures that begin with "b." 5. After checked by a peer or adult, child proceeds in same manner with other letters.	Communication board is placed on table or floor at level child is able to manipulate with hands, stylus, or feet. Number of pictures on board would vary according to child's motor dexterity. If only gross motor movements can be used, board may be enlarged.	Board made of tagboard with surface laminated Plastic or heavy cardboard rings (laminated)  Magazine pictures

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify a picture after hearing a description with 100 percent accuracy.	1. While showing three (3) completely different pictures, teacher describes one and asks pupil to select the one described. 2. Teacher then provides the description without the picture in view. 3. Pictures are shown and child is asked to select the correct one.	Descriptions may be taped. In this case, the child would be asked to place the correct numeral of the story under the picture.	Laminated picture from magazines (from very simple to complex scenes) Teacher-made tape Tape recorder Tagboard numerals 1-10

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand the concepts of "over," "under," "below," "above," "in the middle of," "to the right of," etc. with 100 percent accuracy.	1. Teacher/child discuss directional concepts with tangible objects. 2. Teacher makes a tape recording giving specific instructions such as: a. Place a red mark under the house. b. Put a yellow mark in the middle of the house.	If the child cannot use his hands/feet, or stylus to make the indicated marks, he may be able to move blocks to the requested positions.	Teacher-made tapes Teacher-made work sheets Blocks

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify given phrase or word among others with 100 percent accuracy.	1. Teacher plays a familiar record or story. 2. Child is directed to make a mark on the board or his paper each time he hears a designated phrase or word.	Tape-recorded story or song may also be used, in order for child to be totally independent.	Sample stories or songs should have much repetition and be familiar to children (i.e., "Row, Row, Row Your Boat") Chalk Crayon

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to: a. determine words that rhyme b. pick out the main subject of a poem with 80 percent accuracy.	1. Teacher/children discuss examples of rhyming words, and she writes them on the board. 2. Teacher will choose a poem and read aloud to children as they have their eyes closed. 3. She then asks the following questions: a. What are the rhyming words in the first stanza?, etc. b. What is the poem about? 4. Ask one child to read the poem out loud while others look on in their books.		Language Arts text used by students

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand the meaning of guide words in a dictionary with 80 percent accuracy.	1. Teacher/pupil review alphabetical order. 2. Looking at a dictionary, teacher and pupil look at "guide words," "entry words," etc. 3. Using the *Cyclo-Teacher Learning Aid*, pupil completes the appropriate cycle and checks work.		*Cyclo-Teacher Learning Aid* The World Book Encyclopedia Field Enterprises Educational Corp. Dictionary Poster of parts of dictionary

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to recognize the parts of speech with 80 per cent accuracy.	1. Pupil should be familiar with the mechanics of the cyclo-teacher. (See Materials, References.) 2. Teacher introduces the following vocabulary words: capital letter idea 3. Pupil is instructed to complete the cycle, checking the answers after completion. 4. Continue in the same manner for all parts of speech.		*Cyclo-Teacher Learning Aid* The World Book Encyclopedia Field Enterprises Educational Corp.

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to arrange letters in sequence with 100 percent accuracy.	1. The letters of the alphabet are in prominent view of the child so that he may refer to them. 2. Given three letters, the child is asked which letter comes "before," "after." 3. Asked to work independently, the child is asked to arrange given letters in alphabetical order. 4. Teacher should increase number of letters, then proceed to words. 5. Eventually, child should not be allowed to refer to displayed alphabet.		Laminated letter cards and word cards of sight vocabulary Sequenced Alphabet Chart Alphabet Cards

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to state personal goals with 80 percent accuracy.	1. Child is presented with the correct form of a friendly letter on Monday.		*Kid's Stuff* Incentive Publications Post Office Box 12522 Nashville, Tennessee 37212
	2. Teacher/child write a sample letter on the overhead projector.	2.a. Use of overhead projector.	
	3. Child is then asked to consider four or five goals he would like to accomplish for the week.		
	4. Child then types a letter to himself, describing the personal goals.		
	5. Child should then address an envelop to himself and ask his parent(s) to mail the letter by Thursday.		
	*The letters may be kept to evaluate the child's progress toward goal accomplishment.		

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify an adjective when associated with an object with 80 percent accuracy.	1. Child will be given an object and asked to describe the way it feels. 2. Teacher may write the correct word on the board. 3. The activity is repeated to teach such adjectives as: a. smooth b. rough c. curly d. hard e. spongy f. sticky	Communication board may be developed for the non-verbal child to indicate all possible adjectives.	Sample objects: glass pine cone bark coiled wire stone sponge hair roller honey

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to repeat MORSE code symbols from cards with 80 percent accuracy.	1. Child is asked to repeat four code cards set before him. 2. Teacher/child discuss code card meanings. 3. Peer "helper" says name of code and asks child to repeat. 4. More cards are added as first ones are learned.	Child may use stylus, hand, foot, or other parts of body to depress buzzer.	3" x 5" cards with MORSE code printed and laminated Developmental Learning Materials (DLM) Buzzer, page 19

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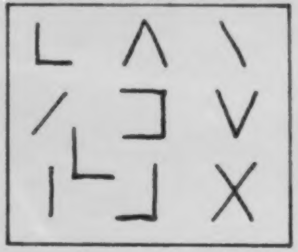
DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Language Arts

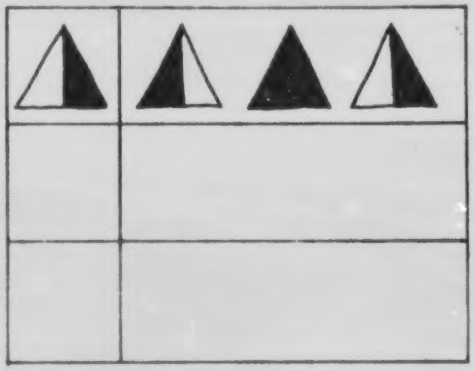
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to find object among others after example has been removed with 80 percent accuracy.	1. Using ditto sheet and cards, teacher: a. holds up card 1, then hides it. b. Asks child to place a block on or mark the correct figure on ditto sheet. c. continues to hold up cards 2-10 asking for response.	Ditto sheet may need to be large if only gross motor movements can be employed; or it may need to be secured on to the floor if the feet are used. Child may either use a different color mark or be asked to remove block after response is noted.	On ten (10) 5x7 cards, write the following figures: (1) | (2) L (3) ┘ (4) X (5) / (6) ⊐ (7) ⊏ (8) \\ (9) Λ (10) V Blocks Ditto sheet 

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to match similar and different objects to a standard with 80 percent accuracy.	1. Request that the pupil place a block on the figure that is different from the one at the left.  *Increase the number of line items and sections as the pupil progresses. Should progress to more difficult shapes, then letters and words.	Pupil manipulates a block to be placed on correct item of each line. If pupil is unable to manipulate block, verbal questioning may be necessary: "Is it this one?," "this one," etc.	Laminated work sheets Blocks

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to provide correct answers to a crossword puzzle with 80 percent accuracy.	Teacher will make a crossword puzzle of student's spelling words, etc.	If pupil cannot clearly write letters in the appropriate boxes, "Scrabble" letters may be used. If fine motor coordination is limited, the puzzle should be enlarged. Puzzle may be attached to wall. Masking tape attached to the back of scrabble letters or paper letters would allow letters to adhere to puzzle.	Scrabble letters Teacher-made crossword puzzle

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to present a report to his peers with 100 percent accuracy.	1. These guidelines for reporting are presented by teacher: a. select specific topic. b. list questions report should answer. c. take notes. d. make outline. e. rehearse. f. consider using audiovisuals. 2. Appearance, voice, etc. are discussed. 3. Students role play proper and improper reporting. 4. Student selects topic and presents to class.		

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to increase comprehension skills by 50 percent.	1. Student is asked to read a selected story and answer the test questions verbally. 2. Teacher corrects the test and charts the number of correct answers. 3. Teacher/student discuss text and charting system. 4. Student asked to reread story, answering questions on paper. 5. Over a period of several days, student reads a variety of selected stories, takes test, corrects responses, and charts results.		*New Practice Readers* McGraw-Hill, Inc.

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify three (3) ways to increase his vocabulary with 100 percent accuracy.	1. Teacher presents five (5) new vocabulary words to student. 2. Teacher/student discuss how meaning of word may be learned. 3. Individually, the vocabulary words are presented via the following means: a. in a sentence (context clues). b. in a paragraph (context clue). c. on a dictionary page.		Dictionary Teacher-made

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to distinguish differences in spelling and meaning of homonyms with 90 percent accuracy.	1. Teacher lists several homonyms on the board (i.e., fare, fair; bare, bear; their, there; hair, hare; beet, beat; meet, meat; pail, pale; weather, whether; road, rode; son, sun; real, reel; pour, poor. 2. Say each pair aloud, then give a written sample sentence to the student. Billy will meet his friend at the corner. We bought meat at the grocery store. 3. Ask student to read each pair and give a sentence using the word. 4. Write his example on the board. 5. Ask student to write/type a sentence for each pair on his own.		Tagboard on which sample sentences are written.

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to make inferences about a story with 100 percent accuracy.	1. Student reads silently the story, "Plenty of Time."		*Turning Point*
	2. Teacher explains Student Record Sheet.		Educational Challenges, Inc. McCormick – Mathers Publishing Co. Cincinnati, Ohio
	3. Student completes activity sheets.	3.a. When the directions call for grouping statements and phrases, student may use stylus, or hands or feet. (Manipulative portions of activity are prepared using cardboard that has been laminated.) 3.b. Answers may be typed. If possible, pages of book may need to be torn out, laminated, and put into a ringed notebook in order that student may turn pages of story independently.	Teacher-made

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to enjoy reading for pleasure as measured by an increase in attention span.	1. After reading level has been established, student/teacher select a paperback book of interest to student.		Teacher-made sentence completion test
	2. Student reads book at time set aside for silent reading.	2.a. If possible, pages of book may be torn out and placed in a notebook to augment independence.	
	3. Time student attends to silent reading may be charted.		
	*A pre- and post-sentence completion test may be given to determine student's feelings about reading.		

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to develop a "haiku" with 100 percent accuracy.	1. Teacher discusses the style of the Japanese poem called the "haiku." 2. Several examples are read and shown to student. 3. Student writes his own "haiku." 4. Student may illustrate the "haiku" through an abstract or any media possible.		Book of Japanese poems

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to type a social letter, including all correct parts of the letter, with 100 percent accuracy.	1. Teacher presents parts of a social letter: heading saluation body complimentary closing signature 2. Student chooses a pen pal and types a letter.		Teacher-made

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Language Arts

DEGREE OF PHYSICAL HANDICAP Severe

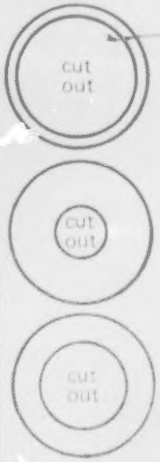
BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to increase comprehension and word-attack skills by 50 percent.	1. Teacher and student discuss article before it is read by student noting pictures, unfamiliar words. 2. Student is asked to read story. 3. Teacher/student discuss activities following the story, completing some together.	Question pages may be reproduced onto one page in order that student can type answers. Answers to questions may be put on communication board so that pupil can indicate correct answer to a peer or teacher.	*Reader's Digest for Adult Readers* Reader's Digest Services, Inc. Pleasantville, New York. Teacher-made

MATHEMATICS

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Mathematics

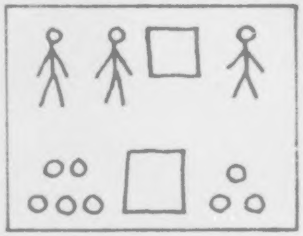
DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to draw the following shapes with 60 percent accuracy: circle square triangle	1. Using the large template, the child is asked to trace the inner circle on his paper. This is done several times.	1.a. Template may need to be taped to child's paper for greater accuracy.	Teacher made  templates made of heavy weight cardboard
	2. Child is asked to draw a circle in air.		
	3. Child then traces the outer edge of the template.		
	4. Using a primary crayon or magic marker, the child then draws a circle on his paper without using the templates.	4.a. Child may write on chalkboard with a wet eraser.	
	5. Proceed in the same manner for the next size of circles.		
	6. Follow the same sequence with the square and triangle.		

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Mathematics

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand the following concepts with 80 percent accuracy: greater than less than equal to	1. Teacher arranges the children into two groups next to the chalkboard with one group having more children. 2. Teacher/pupils discuss greater than/less than and teacher draws correct sign indicating size of groups on the board. 3. Children are asked to arrange themselves in two different groups, and they discuss and draw correct sign. 4. Children return to their desks and go through similar activity with blocks. Responses to teacher's inquiries may be oral or cards may be used. 5. Children asked to complete ditto sheets.		Teacher-made Six (6) blocks for each child 3" x 5" cards with > < = for each child Sample Ditto sheet  5 ☐ 7 2 ☐ 3 4 ☐ 4

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Mathematics

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to associate the correct number of objects with a given numeral with 80 percent accuracy.	1. Child is asked to place the correct number of clothespins onto hangers having numeral cards affixed to them. 2. Once all hangers have been completed, child is asked to place the hangers in order. 3. Numerals may be written in various colors and pupil is then asked to match the appropriate colored pins to the numerals. 4. Numerals on one hanger may be written as 4 (in yellow) + 4 (in red) and pupil is asked to match the pins accordingly.		Colored plastic clothespins, ten clothes hangers, tagboard for numerals, and a rod on which hangers may be hung

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Mathematics

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE

Pupil will be able to use an inch ruler and a centimeter ruler to compare lengths of given objects with 80 percent accuracy.

ENABLING ACTIVITIES

1. Child is given a centimeter and an inch ruler and the two are discussed by the teacher.
2. Child is asked to measure the objects placed in a designated place and to graph the length of each

40				
35				
30				
25				
20				
15				
10				
5				
centimeter	pencil	book	paper clip	notebook paper

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

Strips of colored paper for the graph may replace child's coloring the graph. Child would then need to cut pieces to the appropriate length.

MATERIALS, REFERENCES

Objects in a box:

- pencil
- book
- paper clip
- string
- paint brush
- notebook paper

Ditto sheet

Colored paper strips (different color for each object)

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Mathematics

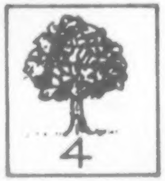
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand the following concepts with 80 percent accuracy. longest shortest same/equal	1. The teacher should ask child to reach into the bag to find the a. longest object b. next longest object c. smallest object d. object which is the same length at the ______	It may be that the child is only able to put his hand around the requested object in the bag and a peer or the teacher may need to remove object, allowing child's hand to remain in bag.	Paper bag Ten objects, such as: golf ball blocks crayon

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Mathematics

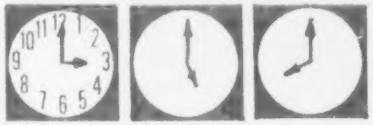
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to match numerals to a standard with 80 percent accuracy.	(Preliminary activity includes the teacher asking what each numeral is and associating the numeral with approriate number of apples.)	Material is placed at a level at which pupil may use stylus, hands, or feet etc.	Ten cards (0-9) with trees drawn in magic marker Laminate cards Red chips X from heavy cardboard
	1. Child is asked to look at the numeral and place that many apples on the tree.		
	2. After the cards are checked, the teacher asks child to close his eyes, then removes one or more apples from one card. Child is then asked to indicate the tree with a "mistake."	2.a. by pointing or manipulating a large block or "X." Felt board materials may be utilized if spasticity impedes child's ability to work accurately.	
	*Concepts such as fewest, most, addition, subtraction may be developed from same materials.		

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Mathematics

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand the concepts of time on the hour with 80 percent accuracy.	1. Clock cards are discussed with the child. 2. Child is then asked to place the time card beneath the appropriate clock card. 3. Pupil is asked to manipulate the appropriate picture to the time the event happens. 4. Beginning again, the pupil is asked to manipulate the small hand onto the card to show the time indicated on the time card. *Proceed in the same manner for instruction in half hour and quarter hour. *Child may be asked to indicate his school activities.	Size of cards may be dependent upon child's ability to successfully manipulate clock pieces.	Clock cards: laminated on tagboard  Time cards: laminated on tagboard 2:00 5:00 3:00 Picture cards of major daily activities: sleep school building lunch Additional hands made of tagboard

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Mathematics

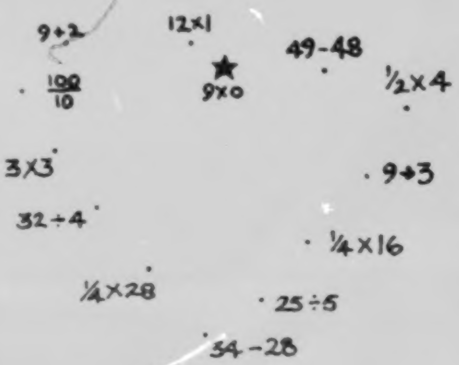
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to answer one-place addition and subtraction problems with 80 percent accuracy.	1. Children play "Fish" as follows: a. fish are placed in front of child. b. using the fishing pole, child catches fish and indicates answer. c. if the answer is correct, child is allowed to keep the fish. 2. Dramatization, using children themselves, allowing children to divide into groups. 3. Number games for addition and subtraction.	Dowel may be put in child's mouth with "fish pond" on table in front of child rather than floor. Placement of pond would determine length of string. If speech is unintelligible, nod of head may indicate correct answer. A bell or number communication board may be used to indicate answers.	Teacher-made fishing pole – dowel, string, magnet Laminated and cut-out fish with problems on each fish; paper clips should be attached to each fish *Math Games for All Grades* from Teachers Publishing Corp., 1967

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Mathematics

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to complete a dot-to-dot drawing with 100 percent accuracy.	1. Teacher presents child with an unfinished dot-to-dot figure and asks him to complete it. Sample Follow the dots, beginning with "O."  9+2 12×1 49-48 100/10 9×0 ½×4 3×3 9+3 32÷4 ¼×16 ¼×28 25÷5 34-28	Connecting lines may not be accurate, however, sequence must be.	Teacher-made

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Mathematics

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE

Pupil will be able to compute word problems with 80 percent accuracy.

ENABLING ACTIVITIES

1. Teacher/child discuss sample word problems.
2. Teacher explains "Know It All" device.
3. Child is asked to complete one disc, indicating his answer.
4. Upon completion, child checks own work by referring to back of holder.

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

If pupil has poor fine motor coordination, either larger divisions on answer sheet may be used or answers may be prewritten on slips of paper to be inserted in correct position on answer sheet.

MATERIALS, REFERENCES

Teacher-made answer sheet

	Correct or Incorrect
1	
2	
3	
4	
5	

Laminated construction paper answers

Know It All! by Individualized Learning Educational Insights Inc., 1974

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Mathematics

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE

Pupil will be able to determine the similarity of cards with 80 percent accuracy.

ENABLING ACTIVITIES

1. Pupil is directed to place all the cards in the four (4) spaces on Chart I. (In each space, all cards in must be alike.) The cards in each space must be different from those in the other spaces (i.e., all cards in space one are rectangles, etc.).
2. Teacher checks work and discusses with pupil.
3. Place the large blue circle in column A. In column a, place all the cards that differ from the circle in color only. Complete chart using remaining cards.
4. Teacher checks work and discusses with pupil.

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

Blocks may be used in place of cards.

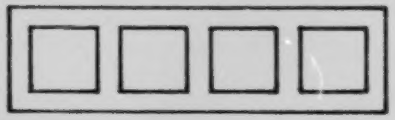
Charts should be laminated.

MATERIALS, REFERENCES

Teacher-made set of attribute cards (32 cards of different colors, shapes and sizes)

Two (2) charts

I.



II.

A	a	b	c	d	e	f	g
	COLOR ONLY	SHAPE ONLY	SIZE ONLY	COLOR & SHAPE	COLOR & SIZE	SHAPE & SIZE	COLOR, SHAPE, & SIZE

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Mathematics

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil is able to compute given arithmetic equations with 100 percent accuracy.	1. Pupil is allowed to experiment with Digitor. 2. Teacher prepares work sheets for pupil to complete. (This device may be utilized for primary level as well.)	Keyguard may be made or purchased. Pupil may either type answers to problems or work with a peer who writes or types answers. Stylus, either head or mouth, may be used.	"Digitor" – $249.50 Learning Resources 1428 Taylor Street Post Office Box 11540 Columbia, South Carolina 29211 Keyguard from Learning Resources – approximately $1.50

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Mathematics

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to understand the value of coins with 80 percent accuracy.	1. Teacher and child discuss what each coin represents, using actual coins. 2. The child is presented cards with coin represented on each card. 3. Ask child to close his eyes. Place a coin in his hand and ask him to indicate what coin he has. 4. Child is asked to place correct coin on corresponding card. 5. Using actual money, child is asked to indicate different ways of representing coins on card (i.e., two nickels on dime card, five nickels on quarter card). *Cards may be developed to represent odd total (i.e., $.17, $.33, etc; amounts needed to purchase objects). May proceed to bill denominations in like manner.	Materials must be at a level where child may utilize any means necessary to manipulate coins (i.e., stylus, hands, feet, etc.). Coins should be taped to wooden dowel wheels so that they are easier to grasp.	Cards with a paper coin glue to each, using one card for each coin Laminate cards Real coins

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Mathematics

DEGREE OF PHYSICAL HANDICAP Severe

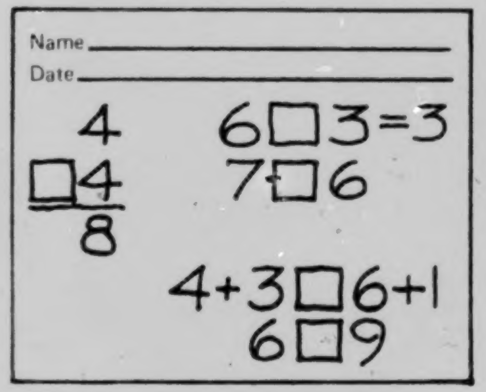
BEHAVIORAL OBJECTIVE

Pupil will be able to indicate the concepts of "less than," "greater than," "equal," "plus," "minus" with 80 percent accuracy.

ENABLING ACTIVITIES

1. Working in pairs, one child is presented with an equation (either verbally or on a card) and must supply the appropriate sign, either verbally or motorically.

(The set of problems is presented on a work sheet and the peer teacher supplies the pupil's answers.)



Name ____________

Date ____________

$$\begin{array}{r} 4 \\ \square 4 \\ \hline 8 \end{array}$$

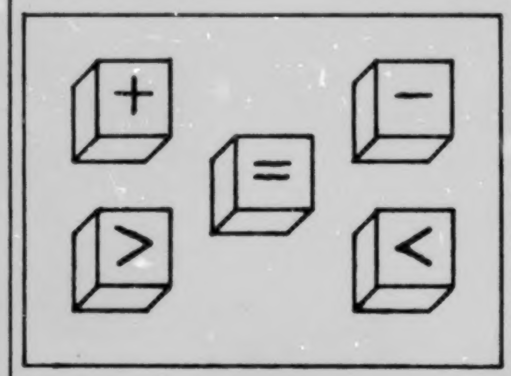
$6 \square 3 = 3$

$7 \square 6$

$4+3 \square 6+1$

$6 \square 9$

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS



Constructed of blocks attached to plywood board.

MATERIALS, REFERENCES

Teacher-made

SOCIAL STUDIES

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to state the procedures involved in recycling water with 80 percent accuracy.	1. Children/teacher discuss these terms: recycle sewage filter 2. Children observe filmstrip.		"Water All Around Us," *You and Recycling* SVE 1345 Diversey Parkway Chicago, Illinois 60614 Teacher-made pre- and post-tests.

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify information about Africa, as requested by the test, with 80 percent accuracy.	1. Teacher presents new vocabulary words. 2. Pupil is asked to read story along with record. 3. Pupil/teacher discuss story. 4. Pupil rereads story, answering questions provided by teacher.		*Time Machine Series* Harr Wagner Publishing Co. "Leonard Discovers Africa" Teacher-made questions to follow story Record player Listening station

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Social Studies

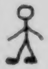
DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify the functions of maps with 80 percent accuracy.	1. Teacher/children discuss different maps. 2. Children/teacher follow filmstrip and tape series. 3. Given a test or using the workbook, child determines which pictures are and are not maps.		"Maps Show the Earth" *Where and Why* A. J. Nystrom & Co. Examples of different types of maps: wall maps, relief maps, road maps, etc. *Map Reading Skills* A Teacher Transparency Workbook in Science Visual Materials, Inc. Redwood, California

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify pictures of people in various professions and occupations with 100 percent accuracy.	1. Teacher will show a picture, say the name, and briefly discuss function of person. 2. After all pictures have been discussed, child is asked to indicate (out of a limited choice) the card asked for.	Language Master may be used with teacher-made cards.  I am a ________. Child's response may be made via a bell or buzzer, based on a predetermined code (i.e., one buzz represents a certain figure, etc.).	Teacher-made cards with names of each person Language Master Blank cards Peabody Language Development Kit

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand basic economic and social structure of the country as defined in the reference filmstrips, with 80 percent accuracy.	1. Children "brainstorm" to answer major question of filmstrip series. 2. Teacher lists ideas on the board. 3. Children view series. 4. Field trips may follow to police department, supermarket, etc., or professional person may come to classroom.		*Basic Concepts in Social Studies* by Learning Corporation of America 711 Fifth Avenue New York, New York 10022 Series: "Why People Have Special Jobs" "Why We Use Money" "Why We Have Taxes" "Why We Have Laws"

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand the chronological order of events in history, as determined in the classroom text, with 80 percent accuracy.	1. Based on child's current study of history child and teacher make a list of events that took place (e.g., Discovery of America, Death of John F. Kennedy, etc.). 2. Child is given several footsteps on which he lists the events, dates, and brief statement to describe the event. 3. Upon completion of the footsteps, child is asked to place them on either the venetian blinds or on a string to be stretched across the room.		Social Studies text Footsteps of heavy construction paper Laminate completed footsteps Clothespins

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to follow the SQ3R. (Survey, Questions, Read, Review, Recite) with 80 percent accuracy.	1. Children are asked to survey the science chapter by only looking at the pictures. 2. Teacher then asks what questions did you think of when you looked at the pictures? Questions are written down on board. 3. Children then are asked to read the story. 4. Children look back at the pictures and review the questions written down. 5. Answers at the back of the chapter are then answered.		Texts used by pupils

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to recall five (5) states from memory with 100 percent accuracy.	1. Teacher shows each puzzle piece to child and names the state. Pieces are taken away. 2. One at a time child is shown a state and asked to name it. 3. Display the written name. 4. Show the child South Carolina then fit in North Carolina, saying the name. 5. Child repeats name of each state. 6. Repeat sequence for remaining states. 7. Once completed, child names each state. 8. Child then reads name of state.		Cards with the following words: South Carolina North Carolina Georgia Tennessee Kentucky Florida Picture puzzle of United States *Judy Puzzles* Map of United States (with pegs) from Education Teaching Aids Division A. Daigger and Company 159 West Kinzie Street Chicago, Illinois 60610

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand the landscape and people of early America with 80 percent accuracy.	1. During study of early America, child constructs a diorama using the following process: a. decides on theme, "Day on Farm," "In School," etc. b. gains understanding through reading textbook unit, library books, discussion with teacher. c. plans scene. d. creates scene in box. 2. Follow-up with a trip to a related scene in the museum/film showing, etc.		Resources from library Shoe box Textbook Clay Construction paper Paint Wood Branches Brushes, etc.

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

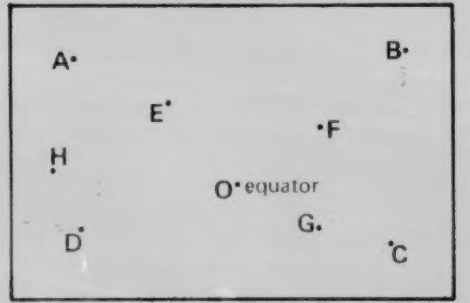
BEHAVIORAL OBJECTIVE

Pupil will be able to understand the directions of north, south, east, west with 100 percent accuracy.

ENABLING ACTIVITIES

1. Teacher/child discuss the concepts of north, south, east, west.

Teacher presents the child with a chart similar to this one.



3. These questions are asked:
   a. Which dots are north of the equator?
   b. Which dots are south of the equator?
   c. Dot F is _____ of dot O.

4. The teacher attaches an arrow to the equator, and asks child to indicate the specified dot.

*Words such as nearest, farthest, above, below, left, right may be reviewed.

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

MATERIALS, REFERENCES

Tagboard chart with dots laminated
Arrow of tagboard, brad
Attach arrow to chart

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to follow directions with 100 percent accuracy.	1. Teacher presents a pair of children with a map of the school and the initial card for directions. 2. Child in the wheelchair must read the directions and guide his "pusher" through the hunt. 3. At each stopping point, the child locates an additional card to continue on the hunt.		Teacher-made (all materials laminated) Sample direction card 5" x 7" You are now in the library. Look in the card catalogue under "circus" to get the next clue. Keep going! . . . .

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE

Pupil will be able to appreciate holiday customs and traditions with 80 percent accuracy.

ENABLING ACTIVITIES

1. Teacher/child discuss holiday customs in own home.
2. Charts are developed similar to:

Holiday		
Activity	Food	Dress

(Pictures or words may be used.)

3. Then child listens to SVE series.
4. Teacher/child discuss differences in methods of celebration between other countries and own family.

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

MATERIALS, REFERENCES

SVE (Society for Visual Education, Inc.)
1345 Diversey Parkway
Chicago, Illinois

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to define the purposes of a labor union with 100 percent accuracy.	1. Teacher/student discuss related section in text. 2. These vocabulary words are discussed: strike bargaining right-to-work law, etc. rights mediation 3. Evaluate working conditions in past (Industrial Revolution, etc.). 4. Student reads current newspapers for article on labor union activities.		Pupil text *American Government in Action* Resnick and Nerenberg Charles Merrill Publishers Portions of Rehabilitation Act. Section 504 Newspapers Teacher-made

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand the importance in controlling litter with 100 percent accuracy.	1. Discussion of litter v. neatness between teacher and student. 2. Student volunteers to "study" an area for one week (i.e., school grounds, park passed on way to school, etc.) relative to litter. 3. Students submit recommendations for improvement. 4. Plan a campaign: a. make posters. b. decide on date. c. sponsor contest. d. make announcements. 5. Field trip for work day class to project site. 6. Follow-up reporting is made.	For a child in wheelchair or using crutches, trash may be picked up using a stick with a long nail in the end.	Pupil-made

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify locations of current United States news events with 80 percent accuracy.	1. Students asked to read newspaper and bring to class article of greatest interest to them. 2. After sharing article with class, student asked to identify location of event on map. 3. Student then attaches string from location of event to clipping. 4. Repeat for all students.		Wall map of United States Colored jar Pins/tacks Newspapers

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand the voting process with 80 percent accuracy.	1. After a discussion and understanding of election procedures and responsibilities, students conduct an election of classroom leaders. Attention should be given to: nominations secret ballot committee to tally votes speeches platform 2. Campaign posters may be created by "campaign managers" and displayed in room. 3. The process of absentee voting should be presented.	*If elected students have unintelligible speech, they may write/type campaign speech to be read by classmate.	League of Women Voters City Hall Newspaper Teacher/pupil made: mock voting booth campaign posters

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to determine the major accomplishments of the founders of America with 80 percent accuracy.	1. Teacher/student will discuss George Washington.	Communication Board may be made.	Library books
	2. Filmstrip of George Washington will be played.		"Founders of America" Encyclopedia Britannica Educational Corp. 425 N. Michigan Avenue Chicago, Illinois 60611
	3. Student will be asked to "role play" George Washington's accomplishment through development of an "autobiography."	3.a. Student may either type or dictate to the teacher his autobiography.	Teacher-made pre- and post-tests.
	Continue same activities for: Benjamin Franklin Thomas Jefferson John Marshal Alexander Hamilton Roger Williams		Filmstrip projector

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Social Studies

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to read the newspaper for requested location of information with 80 percent accuracy.	1. Teacher/student discuss the following topics: local news state news national news international news index of paper classified ads advertisements 2. Given an assignment, student locates the section of newspaper requested.	The appropriate height to place newspaper should be determined (floor, table, etc.) in order that student may turn pages, if possible. A large dowel with wooden disc covered by rubber may be used as a page turner.	Newspaper *The State* Newspaper Newspaper Learning Lab Stadium Road Columbia, South Carolina (803) 771-8483 Teacher-made

SCIENCE

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE

Pupil is able to classify living and non-living things in these two (2) categories with 100 percent accuracy.

ENABLING ACTIVITIES

1. Children and teacher take a field trip around the school yard.
2. One child serves as a "secretary" and records all names of things observed as they are called out by children.
3. After returning to classroom, teacher transfers list to the "secretary's" overhead and asks child to fill in a chart similar to the one below.

Things Seen	Living	Nonliving

4. Children then may be asked to sort cards into living and non-living categories.

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

MATERIALS, REFERENCES

Teacher-made

Ditto sheets
Word cards of each object seen

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The child will be able to identify seasons through various clues with 100 percent accuracy.	1. Teacher/child discuss the seasons through pictures. 2. The teacher then gives the following clues and asks the child to identify the seasons: cold swimming vacation mittens bathing suit Valentine autumn leaves Thanksgiving flowers baby animals Christmas snow		Pictures of things that happen in each season Poems, stories Clothing articles to be worn at various seasons

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE

Pupils will be able to sort the objects under various categories to show the materials with which each is made with 80 percent accuracy.

ENABLING ACTIVITIES

1. Teacher and child discuss various materials and corresponding words:

metal	rubber
glass	plastic
wood	leather

2. Child should be asked to pick up each object, feel it and place it in the correct tin.

*Discussions may proceed to where does wood come from? etc.

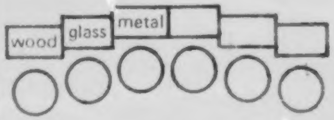
*Children may make scrapbooks.

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

MATERIALS, REFERENCES

One hundred objects made of metal, glass, wood, rubber, plastic or leather

Six pie tins
Six 5" x 7" heavy cardboards taped together
Container for objects



DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE

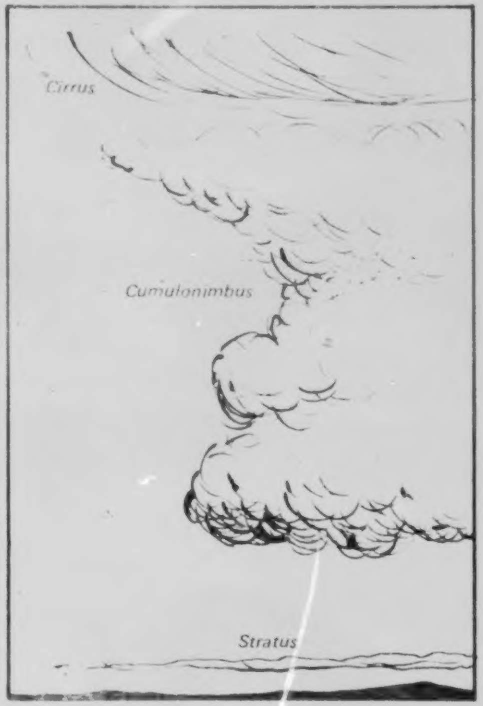
Pupil will be able to identify clouds with 100 percent accuracy.

ENABLING ACTIVITIES

1. Teacher and child go outside and discuss:

   a. what is a cloud.
   b. what is the function of a cloud.
   c. formation of clouds in relation to weather.

2. Child matches the various clouds with the types of weather indicated:



FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

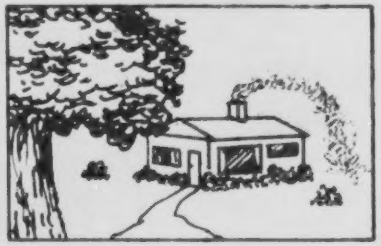
MATERIALS, REFERENCES

Filmstrips
Library resources
Movies
Flannel board
Teacher-made

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to interpret where smoke goes with 100 percent accuracy.	1. Child is shown a pictorial science riddle and asked: a. What is wrong with the picture? b. What do you notice about the smoke? c. What are the properties of smoke?	Responses can be solicited through communication board.	Teacher-made pictorial riddle. 

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify correct objects producing given sounds with 80 percent accuracy.	1. The teacher will present a variety of objects that create sounds.	Child may be blind-folded during selection of instrument.	Five sound-producing objects (i.e., drum, hollow cyclinder, tuning fork, triangle, wood blocks)
	2. Teacher/child verbally label objects along with the printed word.		Peabody Kit Level P Record 7, Side A & B Record 6, Side B Record 9, Side A & B
	3. Taking the instruments away, the teacher plays one instrument at a time, requesting child to identify it.	3.a. He may indicate instrument by pointing to corresponding card.	Card Names of instruments written on 3" x 5" cards
			Filmstrip, "Sounds Around Us," by Eye Gate House, Inc.

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify at least two insects with 80 percent accuracy.	1. Teacher displays picture/model of various insects.		Library resources Filmstrips Movies Bulletin board Ant farm
	2. Child indicates insects he is familiar with.		
	3. Distinguishing characteristics of insects are discussed.		
	4. Teacher/child discuss these topics: a. how insects move b. how they help man c. how they harm plants and man		
	5. When presented with a variety of pictures of bugs and small animals, on a poster, child is asked to indicate insects.	5.a. If speech is unintelligible, child may use a pointer or stylus or manipulate response.	

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DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to identify the moon with 100 percent accuracy.	1. The teacher will display a photograph or drawing depicting a nighttime scene. 2. Teacher/child discuss scene stars, moon, sky, etc. 3. Following a demonstration of the task, teacher gives verbal cue to "point to the moon."	Child may use stylus or other equipment to indicate the moon. Blocks may be moved to the requested cue.	Flannel board and pieces Nighttime pictures

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Science

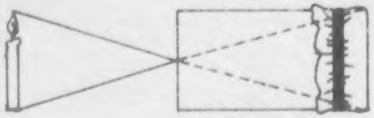
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand gravity with 80 percent accuracy.	1. Teacher gives child an object to hold in his hand, and asks him to drop it, requesting that he watch it fall. 2. Teacher explains why objects fall to the ground because of gravity. 3. Teacher/child toss object into the air and watch it come down.	If child cannot grasp object, the object may be placed on a table or desk in order for child to knock item onto ground.	Small objects that may be grasped by child (i.e., block, ball, etc.) Film "Gravity: The Mighty Pull" (McGraw) Book *Gravity All Around*

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to analyze that light travels in a straight line with 100 accuracy.	1. Children divide into groups of two. 2. Teacher asks questions such as: How does light seem to travel? 3. Children are directed to: a. puncture small hole in box with pencil. b. cover other end with waxed paper and secure with rubber band. c. place lighted candle in front of hole and other child watch waxed paper. 4. These questions may be asked: a. What appeared on waxed paper? b. Why did image appear the way it did? c. What would you conclude about light travel? 5. Children should be asked to draw experiment.		Oatmeal box Waxed paper Rubber band Candle Matches 

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand the process of reproduction in flowers with 100 percent accuracy.	1. Child/teacher discuss types of familiar flowers and child is asked to bring one from home. 2. Discussions relate to: part of flower, pollination, fertilization, uses of, varieties of. 3. Child is guided to make a chart of flower parts, laminating when completed. 4. Methods of flower reproduction are discussed with a chart developed.		Magnifying glass Teacher-made charts "Life Begins – Reproduction in Flowers" Eye Gate House, Inc. Jamaica, New York 11435

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE

Pupil will be able to hypothesize the specific uses of an inclined plane with 100 percent accuracy.

ENABLING ACTIVITIES

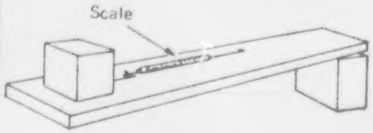
1. Teacher/child discuss what an inclined plane is, where inclined planes are on school grounds, etc.
2. Block should be placed under one end of board.
3. Block with screw eye should be placed on board with spring scale attached to it.
4. Child should be asked:
   a. What force will be necessary to pull block?
   b. Will force be greater or less than weight of block? Why?
5. Slowly pull block up board.
6. Record amount of force needed.
7. Repeat but make board steeper. Compare two forces.
8. Question: What is advantage of long inclined plane; why don't roads go straight up mountains; what can you say about the force required as inclined plane becomes steeper, etc.

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

Ramp into school may be location of study with wheelchair used.

MATERIALS, REFERENCES

Smooth board 4' x 6"
Block 4" x 8"
Spring scale
Block with screw eye
Rubber band



DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to read a thermometer with 100 percent accuracy.	1. Teacher presents various thermometers (i.e., oven, outdoor, medical, etc.) and discusses uses with child.		Various thermometers (Centigrade and Fahrenheit) Teacher-made thermometer
	2. Child/teacher discuss placement of the mercury and indication of hot, warm, cold.		
	3. Point of freezing and boiling are discussed.		
	4. Using a large, teacher-made thermometer, child indicates temperature.	4.a. If speech is unintelligible, child may point to a number on a communication board developed for this activity.	
	5. Using an actual thermometer, child reads temperature.	5.a. Thermometer should be placed at a height child is able to read it.	
	6. Child may be assigned to read temperature at varying times of day and record.		

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will have an understanding of family life education and the importance of self.	1. Basic general concepts should be discussed between teacher and child (i.e., maturing, privacy, etc.).		"Maturing Boys and Girls" SVE, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
	2. Teacher introduces filmstrip and asks child to indicate in prescribed way if he wishes filmstrip stopped to discuss.		
	3. After viewing filmstrip, allow time to discuss, question.	3.a. Pupil may discuss via typewriter or specially designed communication board for the topic.	
	4. Ask child to write or type on topics such as: "What I like about growing up," "What I don't like about growing up."		

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand information gathered from weather reports with 80 percent accuracy.	1. Child will be assigned to listen to daily weather report on radio or television and bring to class the weather information from the newspaper. 2. Teacher/child chart daily weather. 3. Bulletin board illustrating weather can be developed. 4. Discussions may include: proper clothes, weather signs or signals (auditory, visual, etc.), feelings, senses.	Communication board may be developed, including: weather conditions (pictorial and written), clothing.	Teacher-made

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify common birds of his locale with 80 percent accuracy.	1. Teacher displays pictures/models of birds common to the community. 2. Teacher/child discuss birds: Color Size Movement Nesting habits 3. Teacher/child construct simple bird feeder. 4. A field trip to a bird sanctuary or museum may be experienced. 5. Child is presented with pictures of birds and asked to identify the birds.	Pictures of a few birds are placed on child's desk. After studying the picture, child places correct word on picture, using any means possible (stylus, etc.). Pictures and name cards may be affixed to thick pieces of cardboard in order for child to manipulate materials with more ease.	Binoculars Teaching pictures of birds Bird feeder materials Library books Names of birds written on 3" x 5" cards

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to recognize his own strengths and limitations through self-criticism with 80 percent accuracy.	1. Through teacher-initiated small group discussions, students evaluate strengths/weaknesses. 2. Weaknesses are isolated and discussed more in depth. 3. Role playing		Films, filmstrips Parent/teacher/pupil conferences Books about persons with handicaps YMCA, YWCA

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to infer social roles with 100 percent accuracy.	1. Teacher should present slides and ask, "What do you think about this situation?" 2. Students should be invited to tell of other situations in which students their own age became involved that may have been questionable. 3. Students role play situations between (1) boys and boys, (2) girls and girls, and (3) boys and girls. (Discussion should focus on acceptable and unacceptable behavior.)		*Me Now* Biological Sciences Curriculum Study Hubbard Scientific Co. Unit 4, Growth and Development Slides 105-109

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to answer questions relative to a scientific article with 60 percent accuracy.	1. Reading topic is selected according to subject studied in class.	Communication board may be made in order to allow pupil to discuss topic being studied along with class.	*The Wild Life Adventure Series* *The Deep Sea Adventure Series* Field Educational Publications, Inc.
	2. Student reads article after new vocabulary has been presented.		
	3. Chapter questions are answered.	3.a. Questions presented on one (typed) page, or student may work with peer to indicate correct answer to questions.	Teacher-made or text question sheets to accompany each reading selection

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to name the missing objects with 60 percent accuracy.	1. Objects are placed on a table and covered. 2. Student is asked to study them for one minute. 3. Teacher covers objects with a cloth and removes one object. 4. Cloth is removed and student is given one minute to determine which object has been removed. *time may be decreased *number of objects may be increased *procedure may be varied by having the teacher change something about herself (untie shoe lace, remove sweater, hold chalk, etc.)		Variety of objects (20-30) Paper clip Chalk Pen Pencil Test tube, etc. Cloth

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will become a more alert automobile passenger by completing activity stated herein with 80 percent accuracy.	1. Student/teacher discuss driver education, from the reference point of a passenger. 2. Pupil is asked to complete the crossword puzzles.	A reference sheet of alphabetized answers may be developed. Pupil may type answers or manipulate lettered blocks to correct spaces for the answers.	Teacher-made *Driver Education Crossword Puzzles* Regional Instructional Materials Center for Handicapped Children and Youth 213 Erickson Hall Michigan State University East Lansing, Michigan 48823 or State Learning Resource Center South Carolina Department of Education

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Science

DEGREE OF PHYSICAL HANDICAP Severe

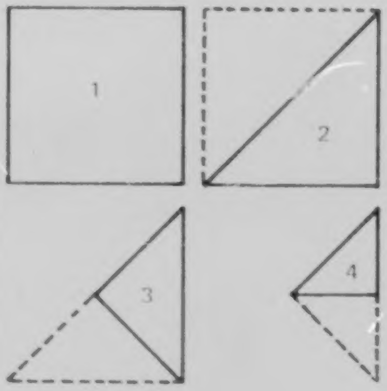
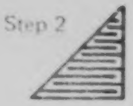
BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to imagine the smells associated with a particular location as measured by the increased number of adjectives used to describe smells.	1. Teacher or a student in the class reads or tells a short story. 2. Student asked to imagine the smells he would sense if he were there. 3. Story locations may include seashore, hospital, barn, forest, restaurant, etc. 4. Student types or indicates adjectives. 5. Teacher may assign a project for home, or in the cafeteria, to notice and remember various smells.	Communication board	Teacher-made

FINE ARTS

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Fine Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to construct a paper mobile with 100 percent accuracy.	1. Child folds a square piece of paper diagonally three (3) times. 2. Child cuts from the folded edges first from one side, then to the other, to within ½" from the edge. 3. Child then carefully unfolds the mobile and gently stretches it. 4. Teacher or child attaches a thread to the smallest end and hangs mobile.		Construction paper 8" × 8" Scissors Thread Step 1  Step 2 

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Fine Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to create a paper construction with 100 percent accuracy.	1. Two children work together and draw outline of a large fish on heavy construction paper. 2. Using two (2) sheets of paper, one child cuts out fish. 3. Each child is given one half of the pattern and colors the fish in any way he chooses. 4. Two sides are stapled together, leaving a 6" opening at the bottom. 5. Fish is stuffed with scrap paper by the team and opening is stapled. 6. Fish may be hung from lights.	If necessary, teacher may draw large fish for children.	Heavy construction paper Scissors Crayons Scrap paper Thread or string Stapler

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Fine Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to create a mosaic picture with 90 percent accuracy.	1. Child is asked to draw a simple picture or design. 2. Child cuts construction paper into small pieces, keeping colors separate on his work table. 3. After studying the picture, child glues various pieces of construction paper onto the picture. 4. After dry, teacher mounts and laminates picture. *Activity may be done with dried beans or seeds of different colors on cardboard. If so, finished product should be lacquered or varnished.	If child cannot cut the small pieces of construction paper, then he may be given pre-cut pieces and asked to proceed with activity 3.	Scissors Drawing paper Construction paper of various colors Glue Seeds Beans Cardboard

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Sensory Experiences

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to create a design through printing with 100 percent accuracy.	1. Teacher mixes paint and starch in jar tops until creamy and places before child. 2. Child dips object into paint, only enough to cover one complete side, and prints on construction paper. 3. May mount and laminate finished product.	Sample objects should have dowels attached to them for gripping by mouth or toes, if necessary.	Teacher-made Construction paper Tempera paints Starch Jar tops — to allow each child to have at least four (4) Sample objects: button spool quarter key cord dowels — approximately 2" long, ¾" wide

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Sensory Experiences

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to distinguish between similar and different pairs of objects through tactile perception with 80 percent accuracy.	1. Teacher asks pupil to close his eyes, then places two similar blocks in a bag. 2. Pupil is asked to feel them and state whether they are the same or different. 3. Teacher continues in like manner until all pairs have been examined.	Child may be placed prone on the floor with a support or bolster under his arms, allowing his legs and hips to remain free. A sloping board or prone cart may be used. If child cannot maintain closed eyes, he may be blindfolded.	Ten sets of identical objects **Examples:** Two identical balls Two identical spoons Two identical cotton balls Two identical coins Two identical pencils Cloth bag

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Sensory Experiences

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to express himself through finger painting.	1. Teacher pours approximately 1/3 cup of starch onto construction paper. 2. Based on child's choice of colors, teacher puts tempera paint onto starch. 3. Child is asked to make a design with his hand 4. When design is completed, teacher mounts onto construction paper.	Feet, elbows or stylus with sponge attached to end may be used. Tape brush to hand or arm or use mouth piece, if hands and fingers cannot be used. Child may use feet and toes with finger paint: flat pan used for paint and paper may be taped to floor or wall a few inches above floor. Sponge may be used in lieu of a paint brush to hold more paint. Sponge may be tied to hand or foot or attached to end of stylus. Paint should be mixed to consistency of cream or thicker to augment control.	Liquid starch Tempera powder paint Newspaper Glue Scissors Construction paper (may simply use finger paints)

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Sensory Experiences

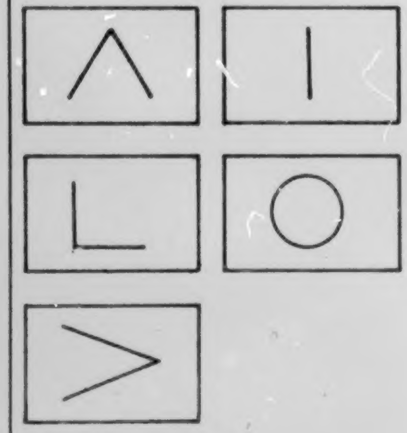
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to determine specified items through olfactory perception with 100 percent accuracy.	1. Working in pairs, children are asked to open each jar in a set and "sniff."* 2. After closing each jar, the children are to place the picture of what he thinks is in each jar beside the jar. *A more physically able child may work with the more involved pupil.	By placing jar between his legs, child with use of one arm may be successful in opening the jar.	Baby food jars with lids Items for jars: peppermint peanut butter coffee pepper lemon Laminated picture of each item Spray paint to make jars opaque

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Sensory Experiences

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to copy given design with 60 percent accuracy.	1. Child is presented with one card and asked to reproduce the design in the clay, using a stylus. 2. Once design has been made, it should be "erased" in order that child may proceed. 3. Designs presented should become progressively harder.	Coils of clay may be utilized in order that the child would only be required to "push" the coil into the requested shape. A pan of sand rather than clay may be more appropriate for the child with weak motor ability.	Cookie pan Clay (enough to cover pan in thin layer) Stylus 5" x 7" cards, laminated with simple designs: 

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Fine Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to increase his imagination through music.	1. Teacher/child select a piece of music. 2. Teacher/child select a "movement theme" appropriate to the music (i.e., sad, angry, mysterious, etc.). 3. After hearing music again, child discusses movement he will make to interpret the music (i.e., skipping, gliding, running, etc.). 4. Additional movements of the body will be selected (i.e., swinging arms, rolling, etc.). 5. Teacher/child record on paper his motions for the purpose of repetition.		Record player Assortment of records

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Fine Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to create a diorama with 100 percent accuracy.	1. Child creates cigar box scene by following these steps. a. cuts construction paper to fit cover of box. b. designs scene on paper and glues to cover. c. inserts aluminum foil to fill box. d. fills box with dirt. e. creates a scene. f. sprinkles grass seed in bare areas (waters).		Cigar box with attached lid Construction paper Small objects: twigs stones animals (plastic) Crayons Dirt Grass seed Glue Aluminum foil *Creative Art Tasks for Children* Love Publishing Company

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Fine Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to create a paper weight with 100 percent accuracy.	1. Child chooses stone and washes it. 2. After studying the stone, child asked to paint a face or design on stone and initial. 3. After paint has dried, child covers stone with shellac.		Several smooth stones of varying sizes and shapes Tempera paint (creamy) Brushes Shellac

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Fine Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to create a collage with 100 percent accuracy.	1. The day before the activity is to begin, teacher asks children to bring from home cord, thread, string, yarn of many colors. 2. Child first experiments with materials on paper. 3. Child may either remove design and spread glue on entire paper or glue each piece of the material and place onto paper. *May use objects from home such as straws or buttons in combination or varieties of one object.	If child uses his feet, or a stylus in his mouth, he may design collage before glue is applied, then ask teacher to glue design as he has created it.	Construction paper Thread, cord, string, yarn of various lengths and colors Glue

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Sensory Experiences

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	**ENABLING ACTIVITIES**	**FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS, ADAPTATIONS**	**MATERIALS, REFERENCES**
Pupil will be able to appreciate musical compositions by a master.	1. The "Nutcracker Suite" by Peter Tchaikowsky may be presented by: a. Teacher discusses simplified story background. b. Teacher discusses selected instruments in composition. c. Child/teacher listen to entire composition. d. Composition is heard again, with time taken out to stop and discuss portions of it.	Concentration may be enhanced by using earphones.	Filmstrip Records Story *The Royal Book of Ballet* by Follett Picture cards of select instruments which are prominent in work. Film – "The Symphony Orchestra" Music tapes from South Carolina Department of Education Audio Visual Library 1513 Gervais Street Columbia, South Carolina 29201

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Sensory Experiences

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to maintain the beat of a march with 80 percent accuracy.	1. Teacher chooses a familiar march tune. 2. While holding child's hand, arm or foot, etc., teacher and child follow beat of music, discussing how to determine it. 3. Given an instrument that the child can control independently (this may be by using his mouth) child, with the teacher, follows beat of march. 4. Child is asked to follow the beat alone.	Child with spastic cerebral palsy should be subjected to sedative type of music; child with athetoid cerebral palsy should be subjected to more stimulative music.	Music text used by pupils Records Bells (hand) Drum Maraca

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Sensory Experiences

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to tactily discriminate fine differences with 80 percent accuracy.	1. Teacher holds board under table and asks pupil to feel it and tell about what he feels. 2. Pupil then feels second board and tells if it is like or different from the first. 3. Put ten (10) different objects in bag and blindfold the child. Ask him to take out the object that: a. is the largest b. is the smoothest c. has straight sides d. is the shortest e. has rounded sides	If child is non-verbal, a communication board with answers (words or pictures) may be used for activities 1, 2. Board may be placed on top of table and covered with cloth if child is unable to reach under table.	Ten pairs – grooved or patterned board. Constructive Playthings Form puzzle board Cloth bag

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Sensory Experiences

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to mix colors with 100 percent accuracy.	1. Teacher drops small puddles of tempera paint on child's paper (approximately 3-4" apart)	Paper must be horizontal and approximately 6-8" from child's mouth.	Contruction paper Tempera paint in primary colors Plastic straws
	2. Child is asked to blow through the straw to make a design and mix the colors with each other.		
	3. Child is asked to identify mixed colors.	3.a. Identification may be via a communication board.	---
		Teacher or peer may hold straw	

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Sensory Experiences

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in a dramatic reading with 80 percent accuracy.	1. The teacher assigns parts to children in a group. 2. Each time the key word or character is mentioned as the teacher reads story, the designated child makes the noise indicated.		A dramatic story such as: " A Ghost Story," from *Recreation for the Physically Handicapped*

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Fine Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	**ENABLING ACTIVITIES**	**FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS**	**MATERIALS, REFERENCES**
Pupil will be able to cooperatively create a tie-dyed fabric with 100 percent accuracy.	1. Working in pairs, students are assisted in following these directions: a. choose cloth b. bunch up a portion of cloth and wrap elastic bands around bunch c. repeat "b" with several bunches of cloth. d. saturate bunches in dye bath and rinse with clear water. 2. Students may be encouraged to tie dye shirts or smocks of their own.		Pieces of material in cotton or linen Rubber gloves Prepared dye Aprons Elastic bands

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Fine Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in a play with 80 percent accuracy.	Teacher/child decide on characters, scenery and costumes for play and play is produced.		Play, specifically adapted to abilities of pupils with orthopedic handicaps, such as "Knight Rupert," from *Recreation for the Physically Handicapped*

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Fine Arts

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to create a container for flowers or pencils with 100 percent accuracy.	1. Child covers one inch of the base of can with glue and wraps yarn evenly around can, covering every spot. 2. Child adds another inch of glue and repeats. 3. When dry, child shellacs can.		Tin can orange juice grapefruit juice Yarn or twine Glue Shellac Brush *Creative Art Tasks for Children* Love Publishing Company

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Creative Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to associate/demonstrate various feelings with appropriate words/gestures/signals with 100 percent accuracy.	Words to be presented: displeasure frustration hatred grief joy patriotism compassion love Student is requested to "act out" various indicated words.		

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Creative Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to observe art works more perceptively as indicated by increased number of **verbal** responses.	1. The teacher will present pairs of self-portraits of masters and ask student to study them. 2. Student will then discuss the differences in the portraits as shown in styles of clothes, hair, facial shapes, skin color, etc. 3. Other pairs will be shown.	A communication board may be developed.	Library resources Self portraits of: Van Gogh Rembrandt Michelangelo Cezanne Da Vinci Picasso Matisse Seurat Rousseau, etc. South Carolina Department of Education – Audio Visual Library

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Creative Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to consider pattern and style with respect to the school environment.	1. Student is asked to study the classroom environment to discover objects that may reveal aesthetic patterns (i.e., venetian blinds, floor covering, lights, etc.). 2. The school grounds may be considered similarly. 3. Student is then asked to indicate the pattern (he likes most, least, etc.) via paint, movement or using the typewriter.		

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Creative Arts

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to create a pottery sculpture with 60 percent accuracy.	1. Student encouraged to plan design of object he wishes to make (i.e., vase, bowl, ashtray, animals, etc.). 2. Student is directed to make several coils. 3. After the base is made in the shape required student places coils, one on top of the other on the base.	Coils of clay can be formed by using only one hand, one finger or feet.	Clay

PREVOCATIONAL/VOCATIONAL

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to put lids on ten jars of various sizes with 100 percent accuracy.	1. Activity may begin by teacher and child discussing size relationships and directionality. 2. Teacher asks child to put the lids and jars together. 3. Child may progress to timing and charting the length of the activity, with the hope of "improving his time." 4. Child may measure the width and/or height of jars and place measurements in jars.		Ten jars and lids of various circumferences Container for storing jars Tape measure

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE

Pupil will be able to add dollars and cents with 80 percent accuracy.

ENABLING ACTIVITIES

1. Child is presented with a newspaper grocery ad and asked to choose the food he would like for dinner.
2. He is then asked to fill in the following chart:

	Your Choice	Total Cost
1. Meat		
2. Veg.		
3. Veg.		
4. Fruit		
5. Drink		

3. The total cost of the dinner should then be determined.

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

MATERIALS, REFERENCES

Newspaper
Teacher-made ditto sheets

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to open a can/bottle with 100 percent accuracy.	1. Teacher/child discuss various types of can and bottle openers.		Can and bottle openers (manual) Cans and bottles
	2. Safety features/precautions are discussed.		
	3. Child observes teacher select one can and appropriate opener.		
	4. Child imitates the response.	4.a. Bottle or can may be placed between child's legs to facilitate opening.	
	5. A game may be played with child matching corresponding openers with bottles or cans.	b. Teacher may need to initiate at first, then allow child to finish.	

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Prevocational

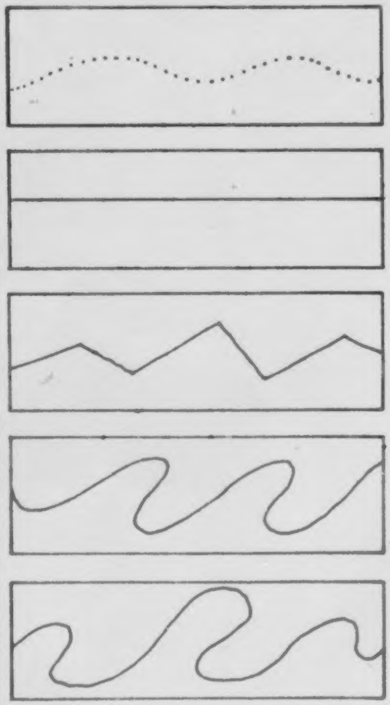
DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to complete a crossword puzzle with 80 percent accuracy.	1. After studying a unit relative to a professional person (i.e., secretary), child is asked to complete a related crossword puzzle.	Puzzles are plastic coated, for use with a crayon or magic marker.	*Occupation Crossword Puzzles* Ideal School Supply Company Oak Lawn, Illinois 60453

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to cut objects with 80 percent accuracy.	Child is asked to cut along the lines accurately.		5" x ll" construction paper Cards with various designs Scissors 

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to understand general responsibilities of the following occupations with 60 percent accuracy:	1. Child/teacher discuss each occupation, with the child providing his understanding of the responsibilities of each.	Communication board may be made.	*Real People At Work* A Changing Times Education Service Educational Research Council of America Cleveland, Ohio Teacher-made Posters *Peabody Picture Vocabulary Kit* Tape recorder *Career Awareness Program* King Features 235 E. 45th Street New York, New York 10017 *Children's Dictionary of Occupations* Career Futures, Inc. Philadelphia, Pennsylvania *Programmed Work Awareness Kit: Workers We Know* Chronicle Guidance Publications, Inc. Moravia, New York 13118
Fireman Librarian Carpenter Pharmacist Fisherman Florist Telephone Repairman	2. Child listens to tapes while he follows the book.	2.a. Pages of book may be torn out, laminated and put into a notebook for independence in reading and turning the pages.	

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to sort objects according to shapes and sizes with 60 percent accuracy.	1. Child is encouraged to explore the container and utensils. 2. Teacher helps child put one of each utensil in the correct section of the container. 3. Teacher then hands utensil to the child one at a time in order that he may place the utensils independently in container. 4. Child progresses to accomplishing task independently.	Height of table would be determined by child's range of motion.	Plastic silverware container Several plastic knives, large spoons, forks

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to manipulate a stapler with 100 percent accuracy.	1. Child is asked to identify a stapler and staples.		Staplers Supply of staples Teacher-made worksheets: a. with line drawn around edge b. with x's in corners
	2. Following directions of teacher, child can load stapler.	2.a. If child has use of only one arm, he may need to place stapler between his legs to hold while loading.	
	3. Varying models of staplers are shown and demonstrated.		
	4. Given two sheets of paper, child lines up paper properly and staples in one corner.	4.a. Child may be encouraged to use corner of desk with rim to assist in lining up papers.	
	5. Child is given work sheets and asked to staple only where marks indicate.		

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to develop marketable skills through good work habits with 80 percent accuracy.	1. Child/teacher plan skills conducive to good work habits, and chart items. This includes: determination/evaluation of task completion, steps necessary for task completion, care/use of equipment and materials. 2. A recognition and reward system, attendance charts, room responsibility chart are utilized.		Teacher-made Filmstrips

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to use a hammer with 100 percent accuracy.	1. Teacher will demonstrate proper use of a hammer, discussing safety measures. 2. Child will initiate the desired motions. 3. Teacher/child identify some uses of a hammer. 4. Given a board with randomly drawn spots, child will use the hammer attempting to hit spots. 5. After teacher has demonstrated procedure, child hammers nails into board. 6. Method of removing nail will be presented.	Hammer should be selected according to child's ability to manipulate it. Hammer may be secured to child's hand with velcro or gauze. Physical assistance may be necessary initially. If only one hand can be used, child may need to have nail started for him or, if board is soft, push nail in by hand before hammering.	Various hammers of different weights and sizes (include rubber hammer) 8" x 10" boards (plain and with dots randomly drawn) Nails of various sizes

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to collate papers with 100 percent accuracy.	1. Child is given three papers – two alike and one different and asked to choose two that are alike. 2. Teacher/child discuss distinguishing marks. 3. Teacher introduces word "collate." 4. Child is asked to set up stacks of similar sheets in predetermined order. 5. Child practices setting up papers so they will be in order. 6. Child is directed to pick one paper from each stack and place in new pile. 7. Child is asked to fasten completed sets together.		Cut printed pages of various prints and pictures Chart showing proper order of pages according to color

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to identify realistic vocational goals with 80 percent accuracy.	1. Teacher administers interest inventory. 2. Child/teacher discuss vocational expectations. 3. Field trips and mock interviews may be conducted. 4. Role playing activities. 5. Child fills out: job application, social security, etc.		Aptitude testing (i.e., WRIOT) Persons from: Employment Security Commission Department of Vocational Rehabilitation Junior Achievement Chamber of Commerce

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to match objects to standard with 100 percent accuracy.	1. Pupil is presented a geometric design on a card. 2. Utilizing a mouthpiece, the pupil will arrange blocks by placing them directly on the cards. 3. Pupil will arrange blocks in front of cards. 4. With a peer helper, the pupil will be asked to study one card, then card is turned over. Pupil will then duplicate the pattern using the blocks.	1. Table of comfortable working height is used. 2. Cards secured to a board for activity 2.	Various colored cubes Laminated design cards Master design cards

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to use sandpaper with 80 percent accuracy.	1. Child moves sandpaper in a backward and forward motion, upon direction of teacher. 2. Given a board, child moves hand back and forth with grain of wood. 3. Child feels texture of board before sanding. 4. Child uses sandpaper on board, then feels board. 5. Teacher/child discuss different grades of sandpaper, experimenting with effect of each on wood. 6. Child is given a "rough" block and asked to make it smooth, using varying grades of sandpaper.	If child cannot use one hand in a repetitive forward and backward motion, sandpaper may be strapped around child's foot or elbow. Wood to be sanded should be secured to table (or floor) by attaching to a larger, heavier piece of board to prevent blocks from moving.	Various grades of sandpaper Various types of woods (5" x 7" blocks) Sewing elastic to attach to sandpaper.

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Prevocational

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Child will be able to use a paint brush with 80 precent accuracy.	1. Child uses a dry paint brush back and forth with the grain of wood. 2. Child is instructed to put brush into a jar of water, remove excess water, and "paint." 3. Child will then initiate desired response using paint. 4. Proper cleaning procedures should be discussed and child will be assisted to clean brush.	Paint brush may be strapped either to the child's hand or foot or to a stylus or head gear. Secure velcro to brush handle to fit child. Wood or surface to be painted must be secured to working table or floor. Physical assistance may be necessary. Paint roller may be more suitable for child.	Paint brushes of various widths Velcro Paint roller Surfaces to be painted Paints Newspaper Heavy jar

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Vocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to select the "best buy" with 80 percent accuracy.	1. Teacher/student discuss size, quality, and price of meat. 2. Teacher presents picture of two different meats of equal size and cost. 2. Student asked to select "best buy" and discuss reason. 4. Teacher goes through other grocery items in the same manner. 5. Pairs of items are placed on a table or floor. Child is asked to study each item and then place a star on the better item or complete the prepared ditto sheet. *May select other items (e.g. clothing, cars, appliances, etc.).		Teacher-made: Laminated pictures of produce, meats, vegetables, canned goods. Price cards for each item. Cardboard star 2" in diameter. Sample sheet: 1. Ground Beef 1 lb./$1.69 Pork Chops 1 lb./$1.89 2. Oranges 2/$.25 Canned Oranges $.53 Grolier Educational Corporation 845 Third Avenue New York, New York 10022

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Vocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE

Pupil is able to evaluate his clothing needs with 100 percent accuracy.

ENABLING ACTIVITIES

1. Teacher/student discuss daily activities in which student engages.
2. Student then prioritizes his activities determining what activity is engaged in the most or for the greatest length of time.
3. A chart is made such as:

Activity	Clothing	Percent of Time	No.
1. Attending School	1. Slacks, Sport Shirt	1. ¼	
2. Sleeping	2. Pajamas		

4. Student then lists clothes he owns. (These should be categorized.)
5. Student/teacher discuss whether or not additional items are needed.
6. Student is assigned to fill in a size chart.

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

MATERIALS, REFERENCES

Teacher-made

Vocabulary words on specific cards:

- clothing items
- formal
- informal
- outdoor
- polyester
- winterweight
- summerweight

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Vocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to complete the laundry task with 80 percent accuracy.	1. Student/teacher discuss colored/white and perma-press laundry.		Laundry Various detergent boxes Measuring cup Washing machine
	2. Student is given an assortment of laundry and asked to sort into stacks.		
	3. Student/teacher discuss brands of detergent and amount needed for laundry.		
	4. Student/teacher practice folding items, stacking in appropriate piles.	4.a. Assistance may be needed initially, with student gradually doing more of activity.	
	5. Student uses actual washing machine, after accomplishing steps of sorting, using detergent, folding when dry.	b. In order to fold flat items (i.e., towels, pillow cases, etc.), a large, flat surface may be used for child to work on.	

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Vocational

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to follow a recipe with 100 percent accuracy.	1. Student will read a recipe, making a list of ingredients necessary. 2. Student should then collect the ingredients and measuring/cooking utensils. 3. Student/teacher discuss terms such as sift, fold, beat and tests for doneness. 4. Student will read the recipe and measure the indicated amounts into the mixing bowl. 5. Student will mix the various ingredients and prepare for the stove or oven. 6. Student should be urged to use timer.	1.a. Teacher may develop cards ahead, clearly indicating ingredients, time of baking and temperature.	Various ingredients Cooking and measuring utensils Recipe book Recipe cards

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Vocational

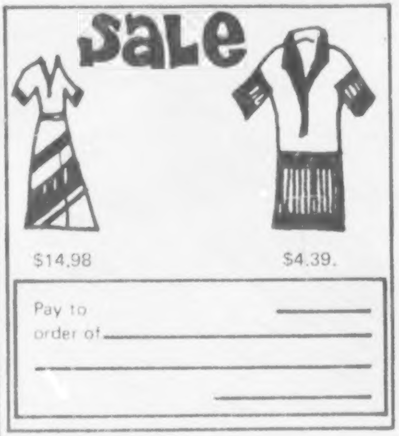
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil is able to develop non-verbal communication skills necessary for economic usefulness with 100 percent accuracy.	1. Teacher/student need for non-verbal communication with specific examples: 2. Teacher may take photographs of examples of expressions (i.e., questioning, not understanding, etc.). 3. Attention-getting techniques are determined. 4. Teacher then presents flash cards to student asking him to respond accordingly. 5. Distracting mannerisms are discussed.	1.a. May work in front of mirror.	Camera Bell Mirror Flash cards of facial responses: smile agreement disagreement do not understand

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Vocational

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil is able to complete a check for a specified item with 100 percent accuracy.	1. The "parts" of a check and stub are discussed. 2. When presented an ad for purchase, student completes. 3. Given several items from the same store, student is asked to fill in the check for payment.	Check may be typed or filled in by hand. Using an undivided three-check per page, typing may be easier, or check(s) may be secured to an 8½" x 11" worksheet. Calculator may be used to complete total cost, so that worksheet may remain in typewriter.	Blank checks and stubs from a bank; laminated pictures of store ads.  Sample worksheet

PHYSICAL EDUCATION

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Physical Education

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to work with others and follow rules of a game with 100 percent accuracy.	1. A "zig zag" relay is played in the following manner. a. Children sit on floor in two zig zag lines. (A child who can walk sits on the end of the line.) b. At the signal, ball is rolled from player to player, beginning at the head of the line. c. When end player receives ball, he carries it back to starting player. d. Team that gets ball to starting player first, wins.	For children with poor sitting balance, the following equipment may prove helpful: a. triangular floor chair b. wooden chair without legs It may be necessary for some children to lie down with bolster under arms and chest.	Volleyball or rubber ball Whistle

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Physical Education

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to throw a ball with 60 percent accuracy.	1. The teacher hands a large ball to the child and asks him to throw it toward teacher. 2. Child should then pick up the ball from the ground and throw it toward the teacher. 3. Child will throw ball to teacher or peer. 4. Child will bounce the ball to a person. 5. Child will throw ball over a specified line. 6. Child will throw ball into a large circle taped on floor (may have various sizes). 7. Child will throw ball into a basket or bucket.		Volleyball Bucket Tape

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Physical Education

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to follow the rules of a game with 100 percent accuracy.	1. The game of "Red Light" is played in the following manner: a. One child is chosen as "It," standing about 30 feet from players, with back turned and eyes closed. b. "It" counts to ten and says "Red Light," then turns to see players. c. As "It" counts, players move closer to him, stopping when "It" says "Red Light." d. Any player whom "It" notices is moving, becomes the new "It."	Some children may wish to "roll" toward "It." If "It" has difficulty turning around, he may just close his eyes only rather than turning his back to players. Wheelchair may be pushed by other children if child is unable to control his own.	

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Adapted Physical Education

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to develop purposeful listening skills with 80 percent accuracy.	1. Children playing "Doggie Wanna Bone" a. One child chosen to be "Doggie" and sit at front of class with back turned to class, eyes blindfolded. b. In turn, children sneak up behind "Doggie," disguise voice and say, "Doggie Wanna Bone?", then places eraser under chair. c. "Doggie" tries to guess child who placed eraser under chair. d. When guessed correctly child assumes position of "Doggie."		Chalkboard eraser

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Adapted Physical Education

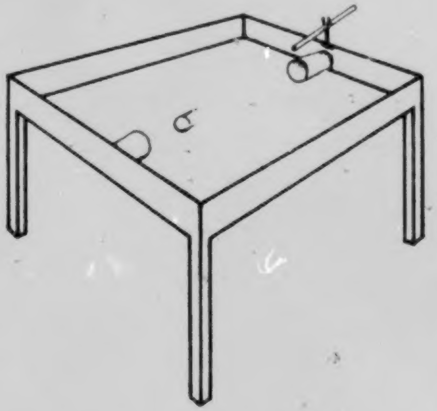
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to perform a motor task with 80 percent accuracy.	1. Child is asked to roll the ball. 2. Analyzing his first attempt, the teacher will ask him to roll the ball to her. 3. Pupil will roll the ball to a specified goal (into a circle taped on the floor, to the teacher, etc.). 4. Teacher should gradually increase distance, degree of difficulty of target, weight of ball and gradually decrease the size of goal object.	Pupil should be removed from his wheelchair and placed on the floor on a mat, supported by either the corner of the room or a floor support.	Soft rubber ball Yarn ball Basketball Tape

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Adapted Physical Education

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to propel a ping pong ball by blowing with 100 percent accuracy.	1. At least two children sit on either end of a table. 2. A ping pong ball is placed on table and opponents attempt to blow the ball into the "their" cup at the other end of table while other player tries to prevent it. 3. "Obstacles" may be added to table (i.e., blocks, etc.).	Side guards around table are necessary, in order for ball to remain on table. Table must be at a height compatible to child's ability to blow the ball. If a child cannot hold a straw, a "holder" may be positioned on the side of table. 	Table Ping pong balls Paper cups secured to ends of table A straw or tube

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Adapted Physical Education

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to follow commands to perform a motor task with 100 percent accuracy.	1. Teacher asks child to raise (or move) his less involved hand. Say, "Good, that is your right (or left) hand." 2. Place a bell, cymbal, watch or ring on the left hand and say, "This is your left hand." 3. Ask child to raise the hand with the indicator. 4. Continue to give commands such as: a. Hold this ball in your ______ hand. b. Ring the bells with your ______ hand. c. Pick up the maracas with your ______ hand.		Play watch, ring, sponge ball, bells, and maracas.

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Physical Education

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in a sport with 80 percent accuracy.	1. The rules, purposes, etc. of basketball are explained by teacher. 2. Child proceeds with game.	Basket may need to be lowered or large trash can may be placed on floor as basket. Lighter ball may be substituted for basketball. If a child is using crutches, he may prefer to remain seated to play. If child is in a wheelchair and cannot control chair by one hand, he may have a "pusher" so that child in chair may dribble and shoot. Players may have stationary positions on the court. Court size may be reduced.	Portable or permanent basketball goal Basketball

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Physical Education

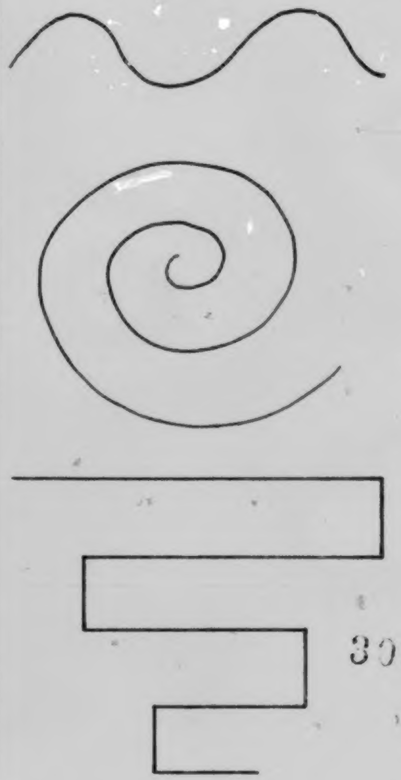
DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in a sport with 80 percent accuracy.	1. The rules, purposes, etc. of baseball are explained by the teacher. 2. Child proceeds with the game.	Base paths may be shortened. Base players may sit at edge of plate if unable to stand. Batter in a wheelchair may be pushed by teammate.	

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Physical Education

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to follow a line obstacle course with 80 percent accuracy.	1. Using masking tape, teacher makes various sets of lines on floor. 2. A card with directions is placed at the beginning of each course (i.e., "hop on one foot," "balance a book on your head," "ring a bell"). 3. Child asked to read the directions then follow the pattern until he reaches the end. *Activity may be timed, charting length of time to accomplish course.	Steps or balance beam may be used. Additional items may be: rope, ladder, tire, mat, crawling tunnel. If child is unable to walk, he may sit on a "roll-a-seat" or lie on a prone cart to move through the course.	Masking tape Sample patterns: 

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Physical Education

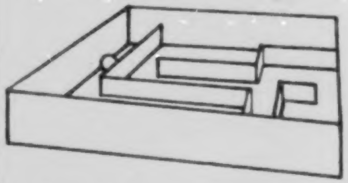
DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in a sport with 80 percent accuracy.	1. Bowling (rules and purposes) is discussed with child. 2. Child may practice bowling using a basketball and plastic milk cartons indoors. Tape on floor should indicate lanes and distance to "pins" should be gradually increased to equal regulation length. 3. Scoring should be presented. 4. Child should be encouraged to bowl in public facility.	Some children may need to sit in a chair or on the floor. One or two hands may be used to roll or throw the ball from the side of wheelchair. Ball may be directed by holding it between feet, then roll. Feet may be used to roll or push ball. Ramps may be developed so that ball may be rolled down lane (after child has placed ramp in desired position). Balls of lighter weight than normal may be used.	Bowling equipment Basketball Plastic milk carton Sample score sheets

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Adapted Physical Education

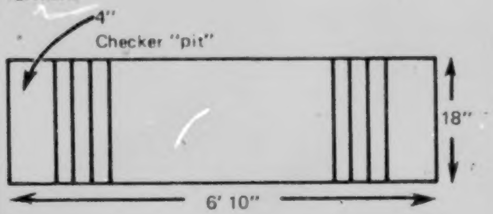
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to move a marker through a maze with 60 percent accuracy.	1. Teacher places the maze on child's knees. 2. A ping pong ball or tennis ball is placed in the maze. 3. Child is directed to guide the maze with his knees to the designated goal.	(Appropriate for child confined to a wheelchair, no use of upper limbs is necessary.) May begin with a box having a few holes.	Cratty's *Educational Game for Physically Handicapped Children* Teacher-made maze  cardboard box

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Adapted Physical Education

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in the game of finger shuffleboard with 60 percent accuracy.	1. Rules, methods of play are discussed and demonstrated. 2. Children (two to six players) proceed with the actual game. (Scoring: +1, -1, +2 points for respective positions on table; no score for checker halfway between scoring areas; checker that hangs over back edge of score +2 is a "hanger" and worth 5 points; first player or team to accumulate 15 points is winner.)	If pupil is unable to "flick" checker, he may be assigned role of "scorekeeper." Table surface covered with at least three coats of varnish.  Children in wheelchairs may be positioned along the side of table. Table top may be placed on floor. Pushing checkers may be better accomplished by the feet. Side rail around perimeter of table.	Checkers table

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Adapted Physical Education

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to develop purpose[illegible] listening skills with 80 perce[illegible]racy.	1. Teacher should record various everyday sounds.		Record player
	2. Child should be asked to identify sound.	2.a. Communication board specifically for this activity may be developed.	Teacher-made tapes
	3. Two teams may be established with one competing against the other.	b. Child may indicate response with pointer or blocks on a horizontal board.	

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Adapted Physical Education

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to integrate auditory directions with sensory reactions with 100 percent accuracy.	1. Pupil is instructed to follow oral instructions as in games such as "Follow the Leader" or "Simon Says."	Directions are based on physical capabilities of children.	

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Physical Education

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in a game with 80 percent accuracy.	1. Rules and directions for badminton are presented to students. 2. Students participate in actual game.	Birdie may be substituted as a balloon. Racket may be substituted by ping pong paddle. Those students restricted in movement, such as those playing from a wheelchair or crutches, should be positioned in the front court. Extention-handle racket and amputee "serving tray" may be necessary.	Badminton bird Badminton racket Net Amputee "serving tray" directions, see appendix Extension-handle racket directions, see appendix

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Physical Education

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in an exercise program to the degree compatible to his degree of physical involvement.	1. Exercise program should be initiated on the written order of the attending physician.		Mats Weights *Games, Sports and Exercises for the Physically Handicapped*

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Physical Education

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in a game with 60 percent accuracy.	1. Safety habits, care of equipment, and procedure to shoot a bow and arrow are discussed and demonstrated. 2. Student proceeds with the game.	Teacher or instructor should stand behind each student. Blunt, rubber-tipped arrows should be used. Shorter bows are recommended for children confined to wheelchairs. Wheelchair should be positioned at a right angle to the target. Many assistive devices are commercially available (i.e., Bow Sling, Below- Elbow amputee Adapter Devise, Wheelchair Bow-string). Arrow - nocks may be used to hold arrow on the string.	Bow Arrow Target

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Physical Education

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in a game by "pocketing" 50 percent of the balls.	1. Rules, methods/procedures involved in playing billiards are discussed and demonstrated. 2. Student proceeds to play.	Several assistive devices are available (i.e., adapted bridge, swivel cue holder, wheeled cue rest).	Billiard table Balls Cues

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Adapted Physical Education

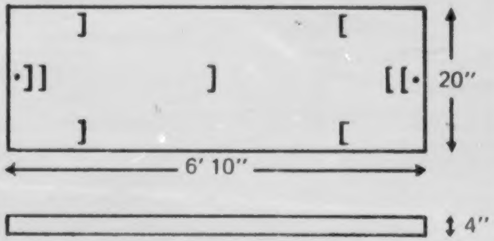
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil may be able to enjoy a sport with 80 percent accuracy.	1. Student is asked to hit a golf ball at a target (i.e., wall, corner, or large object indoors). 2. Target is gradually reduced as accuracy increases. 3. Student hits ball into a cup. 4. As progress continues, barriers may be inserted into path. 5. A miniature golf course may be played.	If student is in a wheelchair, a longer handled club may be necessary. . Plastic golf balls may be helpful if student has little strength. Club grip may need to be enlarged by using tape. Golf cup may need to be enlarged. Student should be encouraged to face the ball rather than the cup.	Golf club Golf balls regular plastic Putt putt green

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Adapted Physical Education

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in tabletop croquet.	1. Rules and procedures of the game are discussed and demonstrated. 2. Children (from two to six participants) proceed with game.	Green indoor/outdoor carpet for floor Balls: wooden or plastic 1" diameter, painted to correspond to colors of mallets End post: 3/8" dowel handle, 1" dowel head 	Table Minature croquet balls Mallet

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Adapted Physical Education

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE

Pupil will be able to participate in self-testing activities.

ENABLING ACTIVITIES

1. Activities such as throwing or kicking for distance or blowing an object for distance is selected for the student.
2. Working in pairs, one student performs the activity while the other indicates the distance on a chart similar to:

	1st trial	2nd trial	3rd trial	4th trial
5 feet				
4 feet				
3 feet				
2 feet				
1 foot				

3. Student may develop goals and practice to achieve them.

FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS

Student may be removed from his wheelchair and placed on a mat on the floor.

MATERIALS, REFERENCES

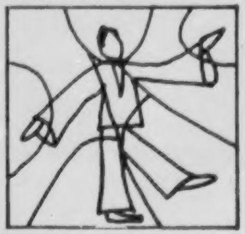
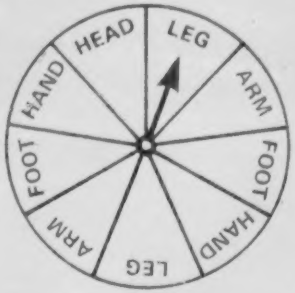
Ping pong ball
Tennis ball
"Bat" of lightweight material
Kick ball
Baseball

SELF HELP/SELF CONCEPT

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to assemble body parts and associate each part with the corresponding word with 100 percent accuracy.	1. Two children assemble parts of the body as they land on various words on spinner. (If they do not know word, they pass their turn.)		Teacher-made  Pictures of people from magazine cut with major body parts as wholes. Tagboard Laminating film for puzzle Spinner  HEAD LEG ARM FOOT HAND LEG ARM FOOT HAND

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to identify body parts by touch or otherwise indicate motorically with 100 percent accuracy.	1. Positioned in front of a full-length mirror, child and teacher will point to, touch or move various body parts. 2. The child will be presented with various paper body parts and asked to name them and correctly place them on a sheet of paper.	1.a. Either in wheelchair, on floor, standing, sitting, so that he may study self.	Full-length mirror Peabody Language Development Kit – Primary Level "Getting to Know Myself" Educational Activities, Inc. Post Office Box 392 Freeport, New York 11520 $5.95

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to manipulate given items with 80 percent accuracy.	1. Child is asked to manipulate the various items according to directions given by teacher (i.e., "unlock the lock").	Large gadget may be used initially. Board may need to be slanted for easier accessibility by child. Directions may be either taped or written on cards.	Teacher-made thin plywood 20" x 20" Sample items: zipper lock and key lock and combination buttons belt buckle Card with combination numbers indicated (Nail or staple items to board) Dapper Dan (KURTZ) Dressy Bessy (KURTZ)

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

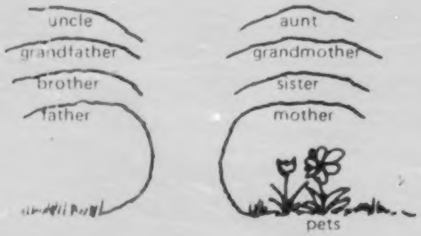
DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to fill containers to the specified amount with 80 percent accuracy.	1. Child is asked to fill the jars with sand to the specified height. 2. Child may progress to jars with smaller openings and may chart length of time activity requires.	Spoons may need to be bent at an angle to allow for greater accuracy. Or, therapy spoons with swivels may be used. Large-mouthed jars may be used at first and then progress to jars with smaller openings.	Eight (8) glass jars with a ring of tape at varying heights Sand Tablespoon Teaspoon

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to complete a family tree with 100 percent accuracy.	1. Given a family tree similar to the one below, the child is asked to fill it in. He may request assistance from his parents.  uncle aunt grandfather grandmother brother sister father mother pets		

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to match picture to a standard with 100 percent accuracy.	1. Child and teacher discuss various feelings represented by illustrations. 2. Child is asked to place corresponding squares on correct illustration. 3. Child is then asked to place the square on the illustration best indicating his feelings.	A "divider" strip of thick cardboard may be needed to separate illustrations.	Childcraft Education Corporation 20 Kilmer Road Edison, New Jersey 08817 $7.95

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to place body puzzle pieces together correctly with 100 percent accuracy.	Colored figures are prepared by the teacher, either using original drawings or commercial: 1. Show to and discuss with the child a single full-length picture of a child. 2. A second picture is cut in half. 3. Additional figures are cut into increasingly greater numbers of pieces, relating to position and body parts. 4. Child is asked to reassemble puzzle.	If child is unable to manipulate puzzle parts accurately, he may indicate direction and positioning to teacher. Stylus in mouth may be used. Paper clips may be placed on back of puzzle pieces, with a magnet attached to end of stylus, for more controlled movement.	Teacher-made

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to recite own telephone number and address with 100 percent accuracy. (only appropriate if child has intelligible speech and a telephone)	1. Teacher will present (both verbally and in writing) the child's telephone number and address and ask him to repeat them. 2. Child then hears address and telephone number on language master and is asked to repeat.	If speech is not intelligible, magnetic letters and cards may be utilized once the child has been presented the information as in activity 1.	Cards with child's telephone number and address Language Master Teacher-made cards Magnetic letters Magnetic board

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

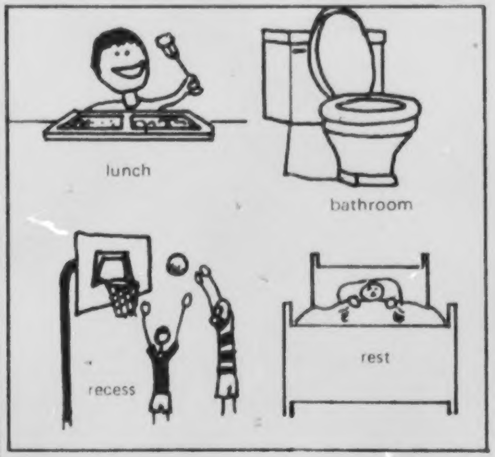
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to move to and from the floor independently with 100 percent accuracy. *Child has no use of arms or is an amputee involving the upper extremities. Child's legs must be normal functioning.	1. From a sitting position on the floor, child pushes himself to the corner of the room with his legs. 2. Using the corner for support, child pushes himself upward with his legs.	If child has strength in arms, he may pull up to an upright position using support of locked wheelchair, crutches, shelves, canes, etc.	

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to communicate his bathrooming needs with 100 percent accuracy.	1. Child will understand concept of "bathroom" or "toilet" through discussions in the facility with teacher.		Teacher made materials Bell
	2. Child will indicate by: ringing a bell with stylus or hand, pointing to picture on communication board.	2.a. Sample Communication Board 	

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

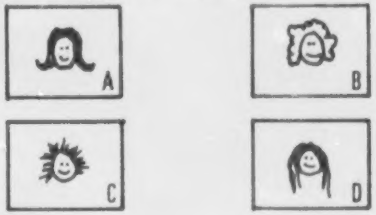
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to remove a sweater, coat, jacket or open shirt with 100 percent accuracy. *Child has use of one arm.	The following steps may be followed: a. Child leans forward, b. ducks his head, then c. grasps his sweater at back of neck with both hands and d. pulls it forward over his head. Child then e. pulls the garment, now in front of him, with both arms.	Child may either be sitting on the floor, or in a chair, or on a secure location so that his feet do not dangle.	Child's own sweater *Cerebral Palsy* by Sidney Keats

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to identify himself with 100 percent accuracy.	1. Child responds, verbally or motorically, when his name is called.		
	2. Child recognizes a full-view mirror reflection of self through discussion with teacher.		
	3. When presented with several photographs of peers, child is able to indicate own photograph.	3.a. If child is unable to verbalize, manipulating chips or blocks to correct photograph may be utilized.	
	4. Full-scale drawing of child may be accomplished by teacher tracing child who has been placed on floor. Pupil should be allowed to color or paint or, if impossible, be allowed to indicate appropriate colors.	3.b. Response system (with eyes or head movement) may be developed.  	
	5. Under own creative work, child's photograph will be displayed.	Example: Eyes, or head up and to the right may indicate photograph (b).	

DEVELOPMENTAL LEVEL Primary

DEGREE OF PHYSICAL HANDICAP Severe

CURRICULUM AREA Self Help/Self Concept

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to indicate his hostility through a sentence completion.	1. Child is given a sentence completion similar to the following and asked to complete it. When I am at home: My mother makes me angry when she ________ ________ My sister makes me angry when she ________ ________ When I am at school: My teacher makes me angry when she ________ ________ I get angry when I ________ ________ ________ Other people can tell when I am angry because ________ ________	Typewriter may be used.	*Center Stuff for Nooks, Crannies and Corners* Incentive Publications Post Office Box 12522 Nashville, Tennessee 37212 *Teaching Pictures: Social Development* David C. Cook Pub., Co. Elgin, Illinois *Won't You Be My Friend* Educational Activities, Inc. Freeport, New York

DEVELOPMENTAL LEVEL Primary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to feed himself with 60 percent accuracy. *Considered here is the athetoid child.	1. Child's hands should be washed before the self-feeding learning process. 2. Child is provided the opportunity to play with sand or water, using a large spoon to fill a container. 3. Teacher should experiment to determine which utensil is easiest and most accurate for child. 4. Sitting behind child, teacher holds wrist firmly in one hand and guides arm with the other from bowl to the mouth. 5. In beginning, drinking via an infant beaker may be used. 6. If child is able to use two hands for drinking, a two-handled cup should be helpful and then proceed to a mug.	Child should gradually be encouraged to hold the fork in his involved hand, applying pressure with index finger, and cutting with the knife in his other hand. Until sufficient balance for sitting is acquired, child must be adequately controlled in an appropriate chair, through seat belts. If his feet do not touch floor, a box (may be out of styrofoam) to rest feet on is beneficial for creating a firm footing. If a cutout table is helpful initially, teacher is encouraged to progress to normal table. Suction pad under bowl (rather than plate) for beginning efforts. "Built-up" or adapted utensils to be gradually replaced by normal utensils.	Plastic bib Styrofoam packing case Assorted eating utensils with adaptations (see Adaptive Equipment/Materials) Large box to hold sand/water Large spoon Container (cup or wide-mouthed jar) Cup with spout or weighted bottom Ordinary cup *Handling the Young Cerebral Palsied Child at Home* Nancie R. Finnel

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to associate various feelings with words with 100 percent accuracy.	1. Say each word and ask the child what expressions/motions he associates with the word. a. fear d. pride b. anger e. sadness c. love f. happiness 2. Develop a communication board with pictures of feelings and words underneath. 3. Engage pupils in game of charade.		"How Are You Feeling" *Project Me* Bowman Glendale, California 91201

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to increase his awareness of his own emotions by 50 percent.	1. Teacher and students discuss these topics: What are emotions, feelings? How do you feel today? When do you feel the best? When do you feel the worst? 2. Students view filmstrip, stopping whenever they wish to discuss. 3. Role playing.		"Your Feelings" Guidance Discussion Series Jam Handy Organization

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to improve his ability to get along with others by 50 percent as measured by a pre- and post-test.	1. Teacher/students discuss these words: cooperate adult friend popular 2. Student analyzes selected pictures and discusses action. 3. Students are asked to discuss: a. ways people get along. b. why people need each other. c. why the people in the pictures are acting the way they are. d. how a person becomes popular. e. various ways of asking for things.		Teacher-made magazines pictures of real life situations, of people interacting *Going Places with Your Personality* *A Guide to Successful Living* Fearm Publishers Belmont, California

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to develop skills for maintaining a well-groomed appearance with 100 percent accuracy.	1. Student/teacher discuss good grooming. 2. Students role-play a visit to a barber or beauty shop. 3. Student visits barber/beauty shop to receive a haircut or styling. 4. Items necessary for good grooming (after shave lotion, comb, brush) are determined.		Pictures of various hair styles, clothes, etc. (contrasting appropriate and inappropriate)

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DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to operate a sewing machine with 80 percent accuracy.	1. Teacher/student discuss proper uses of sewing machine. 2. Using an unthreaded machine, student uses lined paper and "sews" on the lines. (By holding paper up to the light student can determine accuracy.) 3. Proceed with paper with design. 4. Student stitches on lined cloth. 5. Using masking tape on machine plate as a guide, student sews using tape as guider. 6. Students urged to sew independently.	If there is no use of lower extremities, peddle of machine may be attached to back of chair (wheelchair or straight chair) in order for child to depress peddle with back to activate machine. Techniques of threading a machine should be presented after child is able to operate it.	Sewing machine Sewing box: one per student with: scissors needle thread pins measuring tape marking chalk On-going project: aprons napkins patchwork stuffed toys decorative stitching Various pieces of cloth (some with lines drawn) Sheets of paper with: lines designs Masking tape

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be aware of individual differences with 80 percent accuracy.	1. Student asked to bring from home pictures of self over six or seven consecutive years. Likenesses/differences discussed with respect to weight, size, appearance (growth charts may be developed). 2. Picture of whole family brought to class to discuss family likenesses. 3. Classmates are asked to match student photograph with correct family photograph. 4. Personality characteristics among classmates may be discussed. 5. Body changes that occur through life are discussed.		Family photographs Weight scales Pamphlets (from local health department)

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to choose a well-balanced diet with 80 percent accuracy.	1. Teacher shows food, item by item, while child distinguishes fruit, vegetable, meat, dairy product, bread.	Communication board developed specifically for this activity.	Plastic fruits and vegetables Food packages Magazine pictures of food Poster board Menu from restaurant Blocks
	2. Student/teacher discuss food groups and what constitutes a balanced meal.		
	3. Given a poster of a variety of food, student a. indicates items in each category. b. determines a balanced meal.	3.a. Student may place blocks of one color on foods in one category, according to a pre-determined code, and proceed for all foods. b. Beginning again, student places block on each food to be included in a well-balanced meal.	
	4. Student selects a balanced meal from a menu.		

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to have a better understanding of the value of individual differences as evidenced by an improved feeling about himself as indicated on a sentence completion test.	1. Student/teacher discuss words such as "coping," "differences," "individual." 2. Several selections may be chosen by the teacher out of "Living With Differences." 3. Student reads selection and discusses with teacher.	1.a. Student may type his thoughts, or use a communication board to discuss these words.	*The Coping With Series* American Guidance Service, Inc. Circle Pines, Minnesota 55014 "Living With Differences"

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Self Help/Self Concept

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to indicate his feeling of illness with 100 percent accuracy.	1. Student/teacher discuss location of all body parts: legs, arms, stomach, etc. 2. After code has been established, teacher role plays showing discomfort. 3. Student then indicates discomfort and teacher verbalizes location.	1.a. Upon verbal cue from teacher, student moves that body part. If he must indicate an internal organ, a code may be developed (two eye blinks connotes stomach, etc.) or a communication board may be developed.	Teacher-made

LIFE EXPERIENCES

The following section related to "Life Experiences" includes only activities for pupils with moderate physical handicaps at all levels. Pupils with a severe physical handicap, for the most part, could not effectively gain independent living skills; therefore, it was felt that inclusion of related activities would not be appropriate.

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Life Experiences

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to experience the functional skills necessary to enjoy eating in a restaurant with 100 percent accuracy.	1. Concurrent with a meal preparation activity in the classroom, these activities are followed: a. a written menu is made by students to correspond with meal. b. characters for role playing are determined (i.e., waiter, etc.). c. restaurant "environment" is set up. d. children practice ordering from menu, restaurant manners, paying cashier, using appropriate utensils, tipping waitress.		Pupil-made meal menu Tablecloth Table settings Candles Money

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Life Experiences

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to utilize the services of a library with 80 percent accuracy.	1. Map of library is discussed with children including location of materials, references, services provided, sequence necessary in checking out materials. (Discussion may take place in school library.) 2. Children determine what they need at library. 3. Once at public library, children given tour and opportunity to request library card. 4. Children check out books.	Teacher should follow sequence prior to beginning activity with students. Architectural barriers are noted.	Library personnel Filmstrip Teacher-made materials

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Life Experiences

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to attend a sports event as a spectator with 100 percent accuracy.	1. The following topics are discussed: a. variety of games held in community. b. time/location of game. c. appropriate attire. d. cost of admission. e. location of restroom facilities. f. proper conduct. g. where tickets may be purchased. 2. Children attend sports event in school. 3. Children attend sports event in community.	Architectural barriers are determined prior to attending event.	Newspaper

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Life Experiences

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to become a participating member of society with 100 percent accuracy.	1. Child/teacher discuss all possible means of getting into and out of buildings and negotiating within buildings with multiple floors (elevators, revolving doors, escalators, etc.). 2. Best means possible for child is determined. 3. Actual situations are experienced through field trip experiences, role playing.		

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Life Experiences

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in private social situations with 100 percent accuracy.	1. Student/teacher discuss following topics: a. guest list b. theme of party c. place/time d. invitations e. refreshments f. appropriate dress g. duties of host/hostess h. co-hostess 2. Student designs invitations and mails them. 3. Party given either at school or at home. 4. Student/teacher discuss accepting/rejecting invitations. 5. Student lists qualities of a guest or successful host/hostess.		Pupil-made

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DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Life Experiences

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to follow a sequence of independence skills with 80 percent accuracy.	1. Student/teacher decide on activity, determine sequence, necessary information, etc. such as the following: a. trip by taxi or city bus to a movie. b. buy movie ticket, snack. c. restroom facilities are noted. d. return by taxi or city bus. e. cost is estimated. f. time frames are determined. 2. Student and teacher, peer or relative follow sequence of activities and report to teacher. 3. Student follows sequence independently.	Teacher should go through sequence of events prior to initial planning with student.	Newspaper Bus schedule

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Life Experiences

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to exhibit the skills necessary to function in a grocery store.	1. Student/teacher discuss grocery store (i.e., what activities are required, preparation, etc.).		Filmstrips Shopping cart "Mock" store in classroom
	2. Grocery list is made out by student.		
	3. Amount of money needed is estimated.		
	4. Student should practice using shopping cart prior to going shopping.		
	5. A small mock grocery store and cash register may be set up in classroom.		
	6. Student/teacher shop together.	6.a. Attention should be given to how child gets into and out of grocery store door, method student physically selects items.	
	7. Student assigned to shop alone.		

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DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Life Experiences

DEGREE OF PHYSICAL HANDICAP Moderate

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to travel between school and home using public transportation with 100 percent accuracy.	1. Students review home/school addresses. 2. Student determines most practical (distance, expenses, time) means of public transportation (i.e., taxi, bus) by calling companies. 3. Student writes down schedule chosen. 4. Student takes chosen transportation.	If bus is chosen and student utilizes crutches or braces, student/teacher should rehearse use of steps/rails, etc.	Telephone directory Coins or necessary money for transportation Map of city Bus/train schedule

LEISURE TIME ACTIVITIES

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Leisure Time Activities

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will have an understanding and appreciation for music.	1. Teacher presents a variety of musical compositions to child (e.g., classical, jazz, rock, opera, etc.). 2. Composers and instruments are presented by the teacher. 3. Teacher/child discuss favorite compositions and reasons for choices. 4. Child attends live concert or special musical program.	Child should be encouraged to sample as many actual instruments discussed as possible.	Variety of records Musical instruments

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Leisure Time Activities

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to care for and enjoy a simple aquarium.	1. Child/teacher discuss the following topics: a. type of fish b. needs/care of fish c. types of environment for fish 2. Child/teacher plan and construct aquarium. 3. Child may either take aquarium home or leave at school.	Fish food may need to be placed in a wide-mouthed bowl or jar in order for child with limited range of movement to get the food. Aquarium should be placed at a height at which: a. child can see fish b. child can feed fish	Fish bowl Fish Fish food Water life for aquarium Pet/aquarium books

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Leisure Time Activities

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to care for house plants.	1. Teacher/child discuss what plants need to survive. 2. Teacher/child fill pot with soil and place plant in soil. 3. Place for plant at child's home is discussed. 4. Child's responsibility will include: turning pot, watering, watching health of plant.	Child should be encouraged to assist as much as possible with planting.	Clay pot Potting soil Philodendron or other house plant Newspaper

DEVELOPMENTAL LEVEL Intermediate

CURRICULUM AREA Leisure Time Activities

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to enjoy fishing	1. Child/teacher discuss casting and best method is determined. 2. A weight is put on end of fishing line for practicing casting. 3. Child practices reeling. 4. Actual fishing outing is experienced by children.	Consideration should be given to installing a seat belt in wheelchair. Garcia Handi-Gear is a harness to fit over the chest to hold the fishing pole. It may be necessary for peer or teacher to cast for child. If fishing poles are not appropriate, simple drop lines may be used. Both hands on rod may be necessary for casting.	Fishing equipment Garcia Corporation 329 Alfred Avenue Teaneck, New Jersey 07666

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Leisure Time Activities

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to play checkers with a peer with 100 percent accuracy. *dominos, table games, coin/stamp collecting	1. Teacher presents the rules of the game to child. 2. By using a stylus, feet or hands, pupil is able to play checkers.		Non-magnetic checkers and board. Bryant Cratty, *Physical Education for Physically Handicapped*

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Leisure Time Activities

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
The pupil will be able to make words from given letters with 80 percent accuracy.	1. Teacher will provide the child with ten letters on the Scrabble blocks. 2. Given hints as to what the words may be, the child arranges as many words as possible. 3. Child will be taught simple rules of Scrabble.	Scrabble board would have to be at the same level as the letters. The use of stands may be eliminated and the blocks placed face-up within the reach of the child.	Scrabble game

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Leisure Time Activities

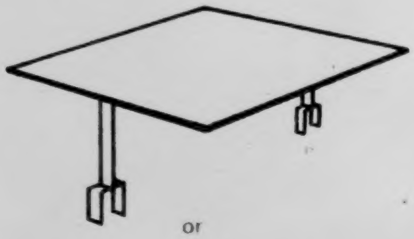
DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to perform the duties of umpire with 100 percent accuracy.	1. Rules and plays of baseball or softball are discussed with student. 2. Student observes several games with teacher and discusses game. 3. Pupil is assigned position on field and range of field to observe. 4. Pupil umpires game.	If speech is unintelligible, a buzzer, bell or other noisemaker may be used to call plays.	Noisemaker

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Leisure Time Activities

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to enjoy the art of photography.	1. Student/teacher discuss the following: a. parts of camera. b. what is needed to take a picture. c. subject matter. d. planning for a good photograph. e. cost of having prints developed. 2. Student takes pictures.	A camera table may need to be installed to fit onto the arms of the wheelchair for camera to rest on at height appropriate for child  or a tripod maybe adjusted to securely fit into wheelchair. A stylus or head gear may enable child to advance film, if hand use is impossible.	Instamatic camera Film Library books

DEVELOPMENTAL LEVEL Secondary

CURRICULUM AREA Leisure Time Activities

DEGREE OF PHYSICAL HANDICAP Severe

BEHAVIORAL OBJECTIVE	ENABLING ACTIVITIES	FACILITIES/MATERIALS/ EQUIPMENT MODIFICATIONS/ ADAPTATIONS	MATERIALS, REFERENCES
Pupil will be able to participate in "charades" as evidenced by an increase in complexity of subjects.	1. Rules of game are discussed: a. players divided into two teams. b. teams write topics on slips of paper for other team to choose. c. each player given a topic to pantomime, then dramatizes it. 2. Suggested categories: book titles songs names of cities, states food comic strip characters	"Signals" may be developed to indicate subjects, i.e.: song (ringing bell) book (one tap) play (smile) movie (two taps) In order to control subjects, teacher may develop topics to be presented.	

TASK ANALYSIS

It is assumed that the learning process represents a change in the learner's behavior. The role of the teacher, then, calls for a highly skilled technician who manipulates the learning environment and, thereby, facilitates this process for change.

Task Analysis represents one means of developing a logical method for effecting change and enables the classroom teacher to develop a scientific strategy to meet the individual needs of her pupils. The instructional program that consists merely of routine teaching skills or the haphazard utilization of methods, materials and equipment may not only be a waste of time and effort, but may also prove detrimental to the child's learning progress. The process for developing task analysis includes the following four (4) steps:

1. **State** clearly what the learning task is, or, state the educational objective.
2. **Break down** the learning task into its component parts or sequential steps.
3. **Analyze** the child's mistakes, his pattern of error, in order that the missing element in accomplishing the task may be determined.
4. **Teach** those task components he could not accomplish.

An example of self-help task analysis follows.

Step One (statement of the objective)

To open the classroom door and walk through while using crutches.

Step Two (sequential-steps accomplished by pupil)

1. Walked to the door
2. Released hand from crutch to reach for knob
3. Reached door knob
4. Grasped and turned knob
5. Pulled door open
6. Released knob

Step Three (analysis of the problems)

At this point, it is noted that the door closes before the child can get through it. In defining the task, it may be helpful for the teacher to go through the steps herself.

Step Four (portions of the task not performed)

1. Grasp the crutch before it falls to the floor
2. Hold the door open
3. Walk through the door

An example of academic task analysis follows.

Step One

To add correctly two-place numbers.

$$\begin{array}{r} 73 \\ \underline{+29} \\ 912 \end{array} \quad \text{child's answer}$$

Step Two

1. Added right-hand column correctly
2. Wrote entire sum of this column
3. Added left-hand column correctly
4. Wrote correct sum for this column

Step Three

Child obviously lacks an understanding of place value and does not rename.

Step Four

1. Write down the one's place numeral under the right-hand column
2. Carry the ten's place numeral
3. Add the numeral carried to the left-hand column

The teacher may explore the possibility of including the child or the entire class, in analyzing the task. Perhaps by including the class in this process, a simpler or more logical method of achieving the objective may be sought. Another benefit may be achieved through this brainstorming session: creative, divergent thinking.

Task analysis allows the teacher to determine precisely what steps are needed to achieve an objective and, subsequently, to streamline her teaching efforts toward the most productive and beneficial ends.

COMMUNICATION BOARDS

It is of great concern to teachers of the orthopedically handicapped to provide a means of effective expression for pupils who are nonverbal. This notion is significant in view of the fact that, in many cases, varying degrees of speech handicaps are manifested in children with cerebral palsy. Further, many children with orthopedic handicaps may have a severe physical involvement; however, their intelligence may be average or above, their fine motor coordination may be too limited for writing and their speech may be either unintelligible or non-existent. Therefore, the pupil's efforts to express ideas are greatly impeded.

Because opportunities to communicate are tantamount to the learning process and to the mental health of the pupil, it is imperative that the teacher devise a system or mechanism through which the child may express his ideas. One such system to be considered is the communication board (sometimes referred to as the language board or conversation board).

DESCRIPTION/CONSTRUCTION OF COMMUNICATION BOARD

The board consists of a series of charts, tailored to the physical, intellectual and educational level of the child. In assessing the physical status, these points should be considered in developing the chart:

1. Child's method of pointing, i.e., hand, finger, stylus, eyes
2. Child's range of motion used in pointing
3. Child's sitting position
4. Child's eye/hand coordination

In assessing the child's intellectual and educational status, these considerations are pertinent prior to developing the chart:

1. Child's ability to recognize/identify pictures or line drawings
2. Child's reading level/sight vocabulary
3. Child's word attack skills
4. Child's ability to sequence words to construct a sentence (McDonald, 1971)

Once the pupil's developmental level has been determined, words (or illustrations) are placed on the charts. The charts are slipped into a plastic folder and mounted securely on the desk or on a wooden stand.

An effective communication board may be simply constructed at a minimal cost. Commerical products may be purchased, ranging in cost from a few dollars to several thousand dollars. Ultimately, though, the most appropriate device requires the ingenuity of the designer, adapting the communication board to meet the unique needs of the child dependent upon his intellectual level, physical status, and communication situations.

It is also recommended that when initially introducing a child to the communication board, consideration should be given to standardizing the location of sections on the board, which will be continued at subsequent levels. Learning of the location of words and symbols will be repetitive and will avoid confusion and a waste of time as the child progresses to more advanced levels (Goldberg).

If letters of the alphabet are to be included, their placement on the board should correlate to the typewriter keyboard in order to make the transition to typing easier for the child.

The following points for proper positioning of the board and adaptive equipment for the child should also be considered.:

1. Stabilization through shoulder or wrist weights, restraint of lower extremities via proper foot placement or foot straps.
2. Hand mitt to isolate pointing finger.
3. Hand pointer or stylus.
4. Mouth piece or mouth pointer.
5. Pointing by feet.
6. Pointing by eye movement.

Most important for the teacher when developing a communication board is that the child should be consulted to make suggestions for items to be included rather than the teacher taking the sole responsibility for word/symbol selection.

TYPES OF COMMUNICATION BOARDS

I. Picture Board – pictures only
II. Picture/Word Board – pictures with words naming pictures
III. Word Board – words only
IV. Word and Phrase Board – sight vocabulary and social phrases
V. Sentence Construction Board – sections divided according to nouns, pronouns, verbs, etc.

PUPIL DEVELOPMENTAL ASSESSMENT

The initial requirement for assessment necessitates the establishment of long-range goals for each child. Once these goals have been determined, they must be translated into short-term steps or specific strategies towards the realization of the goals, provisions for observing with much specificity, reporting and evaluation of progress and a mechanism for re-evaluation of the strategies. The assessment format provided is designed for the purpose of enabling the teacher to document individual pupil abilities and deficiencies as they represent short-term strategies and, thereby, establish the framework for an appropriate educational program.

INSTRUCTIONS

A set of assessment check sheets should be filed for each pupil, based on the child's degree of physical involvement and level of educational functioning. The following signs may be used in marking the assessment form, "level of achievement."

☒ Pupil performs task successfully 100 percent of the time (5 out of 5 times).

⧄ Pupil performs task successfully 80 percent of the time (4 out of 5 times).

⧅ Pupil performs task successfully 60 percent of the time (3 out of 5 times); practice is needed to gain success.

⊟ Pupil does not perform; opportunity has been presented.

☐ Opportunity has not been presented; pupil may or may not perform task successfully.

PUPIL DEVELOPMENTAL ASSESSMENT FORM

Pupil's Name ____________________

Level ____________________

Degree of Involvement ____________________

Curriculum Area	Assessment Date	Date of Mastery	Level of Achievement	Comments (problems, adjustments necessary, etc.)
Language Arts				
1.				
2.				
3.				
4.				
5.				
Mathematics				
1.				
2.				
3.				
4.				

ADAPTED MATERIALS/EQUIPMENT

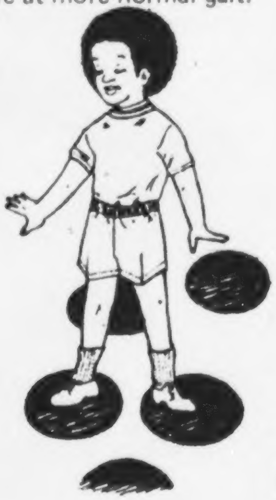
TEACHING AIDS

The following section on teaching aids offers specific curricular materials and equipment designed and/or adapted for pupils with limitations in motor ability. Oftentimes these pupils may be appropriately served in a regular classroom with only minor modifications in the learning environment through equipment and material adaptations or inclusion of specialized materials.

In developing this section, input was sought from teachers throughout the state for effective teaching aids utilized in their classrooms. The examples represent unique uses of regular classroom materials in addition to innovative materials and equipment developed by the teachers. It is hoped that these tangible examples may serve to effect positive mechanisms to meet the needs of the orthopedically handicapped.

WALKING DISCS

Discs are used with a child who has cerebral palsy who shuffles both feet. This activity is good for teaching her to lift gradually her legs a little higher and move at more normal gait.

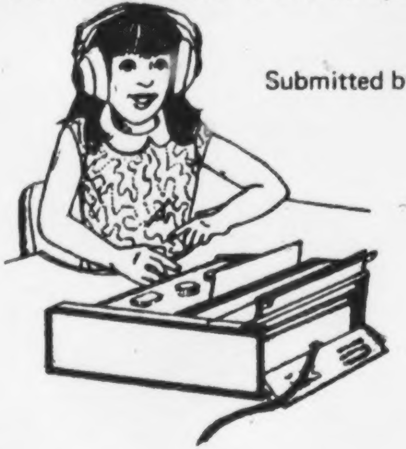


Submitted by: Mary Frances Cassidy
Kershw County School District
Camden, South Carolina

LANGUAGE MASTER

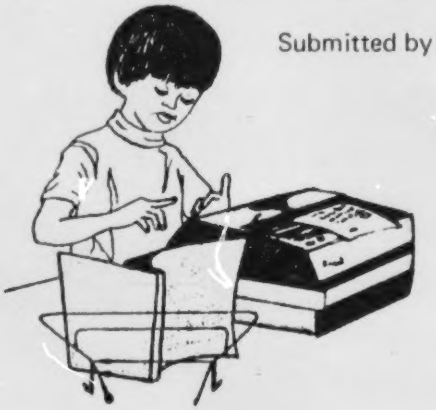
Individualized instruction in the areas of reception and expressive language as well as motor coordination are enhanced through the use of this piece of equipment. A child with weak muscles is able to operate it, because only a light touch and limited coordination are necessary.

Submitted by: Mary T. Goodwin
Bennettsville Elementary School
Marlboro County School District
Bennettsville, South Carolina



ELECTRIC TYPEWRITER

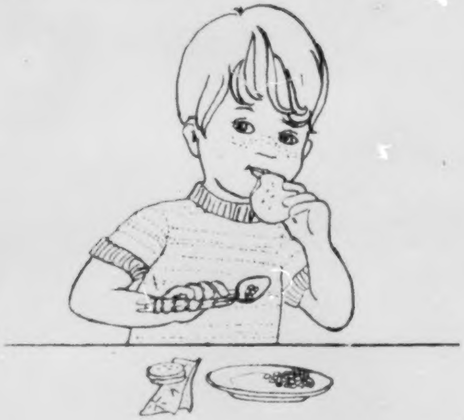
Writing and reading activities are aided through the use of an electric typewriter. A keyguard may be purchased and attached to the typewriter to encourage better motor control and reduce errors due to spasticity.



Submitted by: Mary T. Goodwin
Bennettsville Elementary School
Marlboro County School District
Bennettsville, South Carolina

FEEDING SPOON

Spoon is bent to a 45° angle (depending on right hand or left) with handle wrapped in masking tape (or electrical tape), with three (3) tongue depressors secured on both sides. This item allows self-feeding success for the child with spasticity or poor motor control.

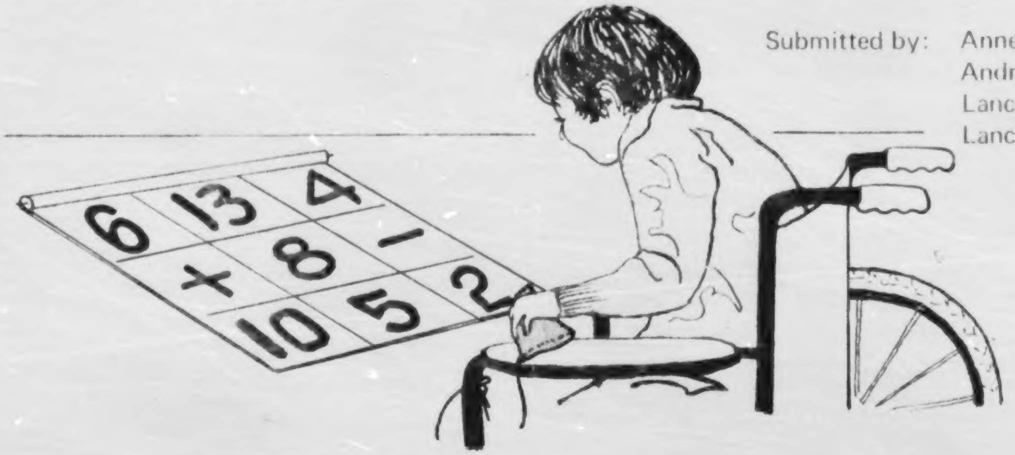


Submitted by: Eileen B. Utterback
Charles Webb Orthopedic School
Charleston County School District
Charleston, South Carolina

NUMBER RECOGNITION GAME

This item is used to teach numbers and to use these numbers in addition and subtraction. The child in a wheelchair throws a bean bag (1) on a number on the floor, then (2) throws bean bag on + or – sign, then (3) throws a bean bag on another number. Bean bag is attached to chair by string. A team member may guess the answer.

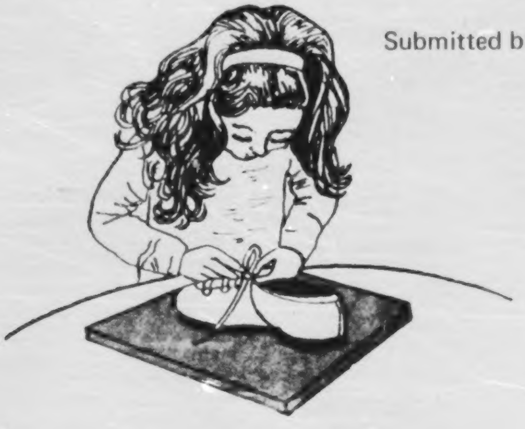
Submitted by: Anne Perkins
Andrew Jackson and Buford Schools
Lancaster County School District 5
Lancaster, South Carolina



PRACTICE SHOE

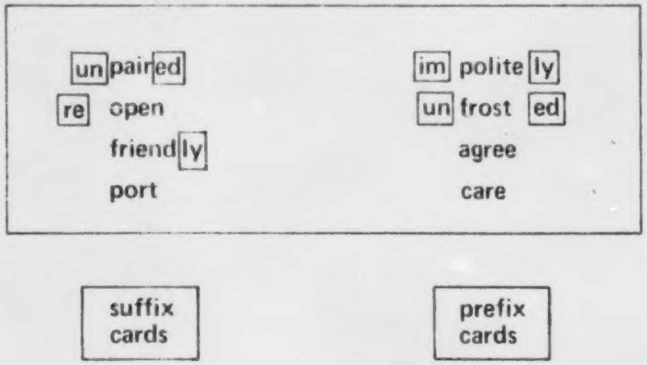
With the teacher's directions, this activity teaches the child how to tie his shoes. A 12" x 12" wooden base is used with a shoe securely fastened by nails. Shoe laces should have 1½" hardened tips for easier manipulation.

Submitted by: Anne Perkins
Andrew Jackson and Buford Schools
Lancaster County School District 5
Lancaster, South Carolina



"BUILD-UP A BASE WORD"

This game requires limited hand coordination and the large print on the board is easily read. Language skills involved include: dictionary use, base words, prefixes-suffixes.


un
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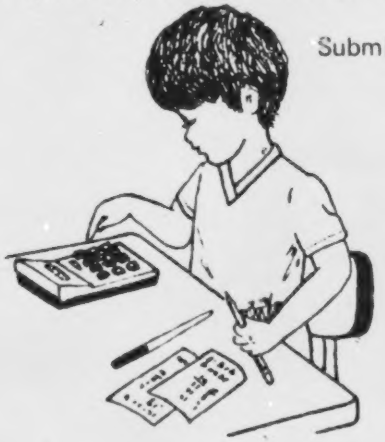
polite
ly
un
frost
ed
agree
care
suffix cards
prefix cards

Submitted by: Mary Frances Cassidy
Kershaw County School District
Camden, South Carolina

CALCULATOR

The use of a calculator in the practice of mathematical computations requires only a light touch by the child with an orthopedic problem. If the child has no hand use, a mouthpiece may be used. The calculator is an excellent motivator.

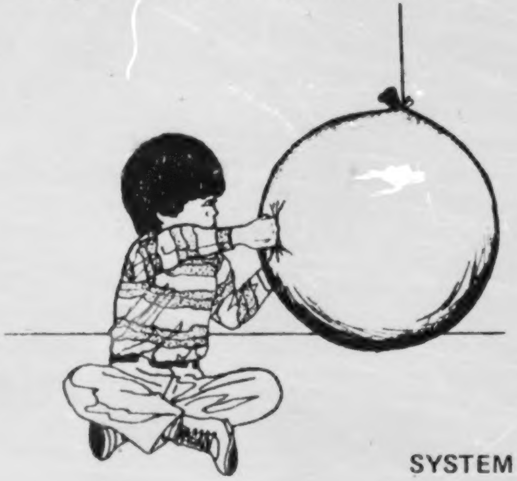
Submitted by: Mary Frances Cassidy
Kershaw County School District
Camden, South Carolina



BALLOON GAME

A heavy, plastic balloon is hung from the ceiling approximately one (1) foot from the floor. Child is placed on the floor and encouraged to hit it. Can be used with two (2) or more children. This activity establishes and encourages range of motion on one or both upper extremities, hand-eye coordination and socialization.

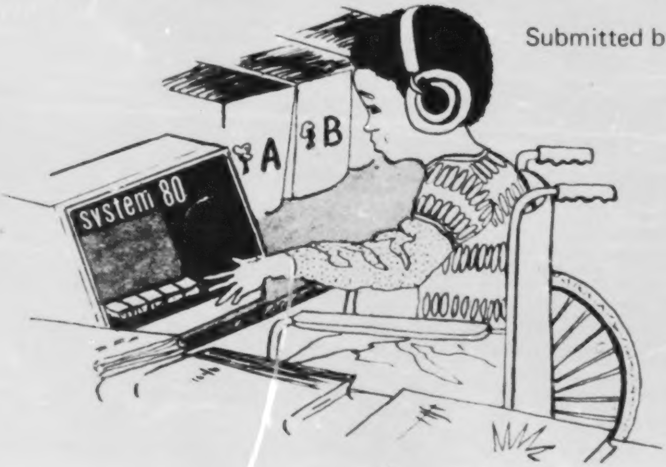
Submitted by: Eileen B. Utterback
Charles Webb Orthopedic School
Charleston County School District
Charleston, South Carolina



SYSTEM 80

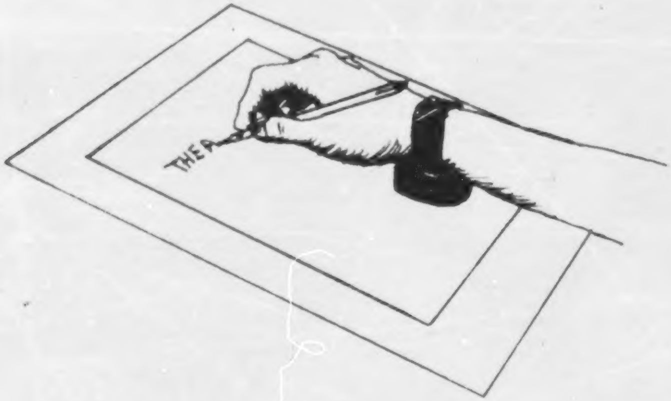
This equipment serves to enhance children's language and mathematical development. The large keys enable the child to respond with limited motor activity, but the vast range of curriculum areas enable him to progress through complex intellectual activities.

Submitted by: Shirley E. Guinyard
Sewell Center
Barnwell School District
Barnwell, South Carolina



MAGNETIC WRIST HOLD–DOWN

This item is designed to stablize wrist and hand and prevent or lessen spasticity, or tremor for writing and art activities.



Submitted by: Kathy Whitmire
Post Office Box 5
West Union
Oconee County School District 1
West Union, South Carolina

WRIST HOLD–DOWN

Designed to stabilize the wrist and hand. Strong permanent magnet prevents movement. Metal plate is 12x18 with durable grey paint. Outfit includes 3 plastic cups that permit variation of the amount of friction between magnet and board for movement if desired. Velcro closure to hold wrist.

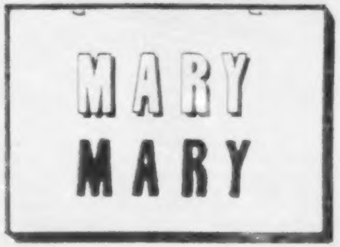
BK–5395 Wrist Hold–Down *Each $12.00*

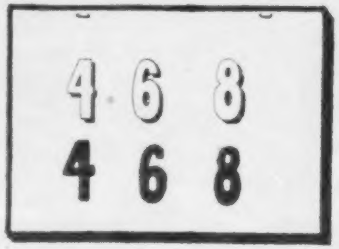
CARDBOARD CUTOUTS

Two (2) pieces of cardboard. Laminate bottom sheet. Cut letters or numbers out. Paste them above cutouts. Securely attach the top and bottom together at the top. Child traces with finger or crayon. Size and difficulty of items would vary according to the child.

This activity enhances gross motor coordination and kinesthetic exercise.

Submitted by: Linda Dozier
Shriners Hospital
Greenville County School District
Greenville, South Carolina

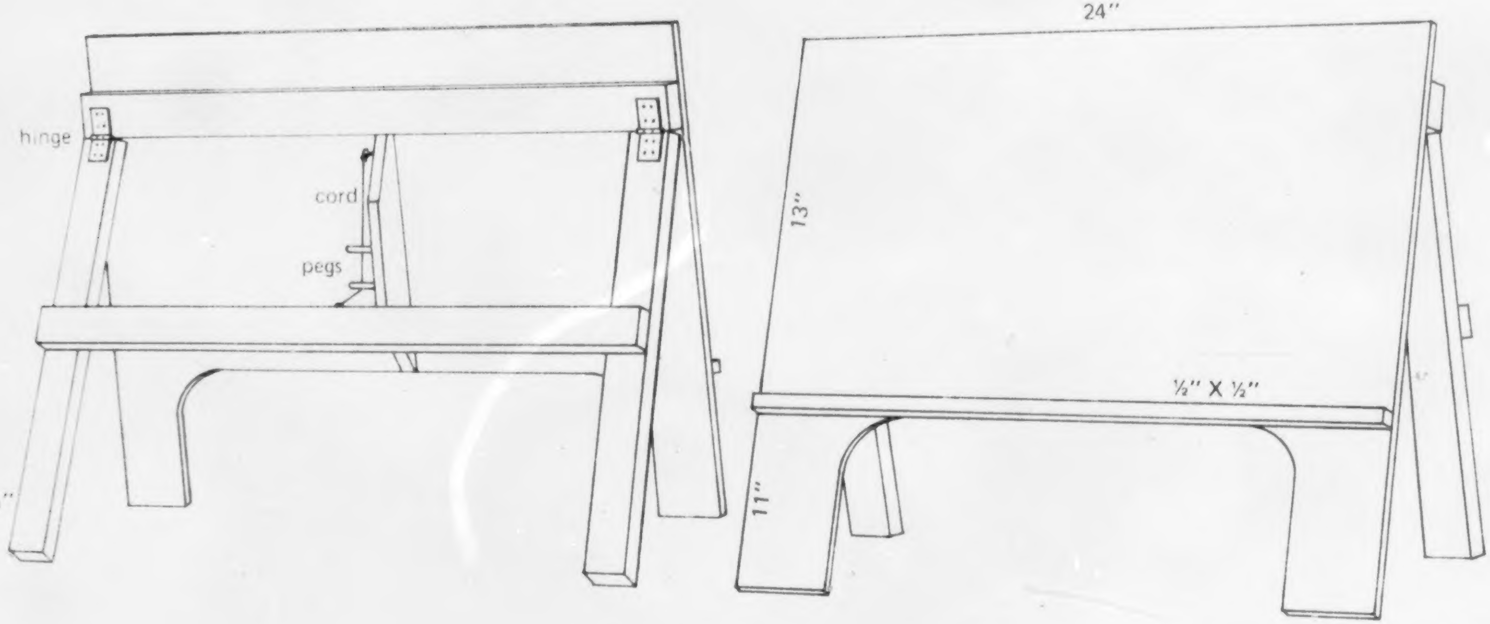




STUDY BOARD EASEL

This item enables the child to write or read when he is in the bed or cast, flat on his back. The opening fits over him and he is able to work on board for support of book, paper, etc.

Submitted by:
Betty Sue Jordan
Shriners Hospital
Greenville County School District
Greenville, South Carolina

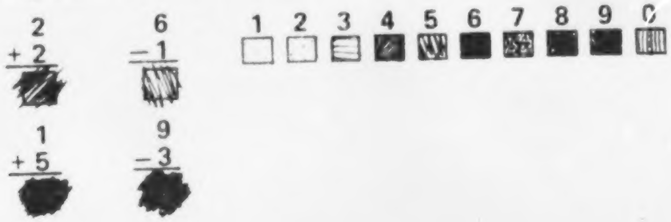


DRAWING IS NOT TO SCALE

Materials:
1/8" Masonite
cord
pegs
hinges
ten feet of 1½" X ¾"
two feet of ½" X ½"

COLOR CHART FOR NUMBERS 0-9

The child with poor fine motor coordination is enabled to do math work independently. He uses crayons to mark answers with each color representing a different numeral, i.e. blue = 2, red = 3, yellow = 4, etc.



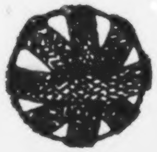
Submitted by:
Ellen Thompson
Withers Orthopedic School
Richland School District 1
Columbia, South Carolina

BALL DARTS

This activity promotes gross motor coordination, number recognition and addition. Student throws balls to hit numbers. Ball attaches itself to numbers. Wall chart material must be of something to which velcro will adhere, i.e., some knits or foam type materials. Numbers are cut from a different color of same type material. Cover small balls (1½" - 2" diameter) with strips of velcro.

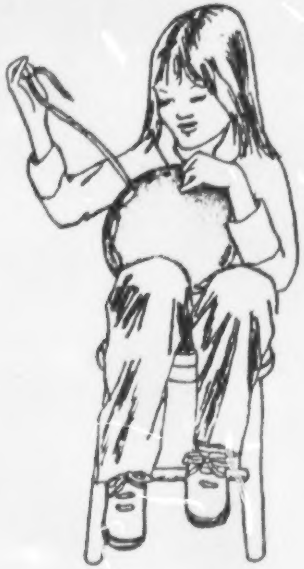
Submitted by:
Linda Dozier
Shriners Hospital
Greenville School District
Greenville, South Carolina

19	3	7
6	14	18
9	5	10



LACING BOARD

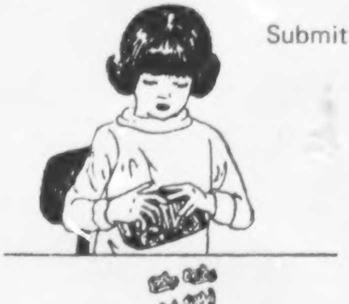
This item requires the child to use both his involved and non-involved hands in accomplishing fine motor tasks. The activity may begin with a simplistic design and then progress to a more complicated one. Shoe laces with plastic covered endings may be used.



Submitted by: Mary Frances Cassidy
Kershaw County School District
Camden, South Carolina

CRACKER BOX

This child with cerebral palsy is opening a package of animal crackers. He uses both hands in order to open it, then he counts the crackers. Discussions may occur relative to classification, mathematics, etc. This game may also be used as a form of reward.



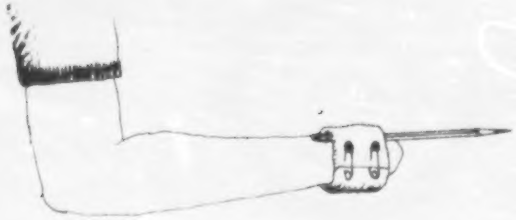
Submitted by: Mary Frances Cassidy
Kershaw County School District
Camden, South Carolina

PENCIL HOLDERS

Pencil and Ace-Bandage

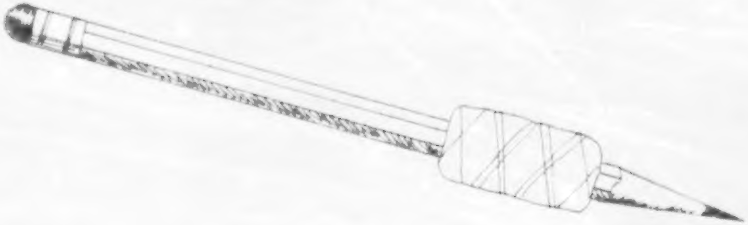
The ace-bandage is wrapped a few times around partial hand where there are no fingers. Then pencil is laid on bandage, point down, and wrapping is then completed and pinned.

Submitted by: Mrs. Esther A. Shockley
Shriners Hospital School
Greenville School District
Greenville, South Carolina 29609



Bound Pencils

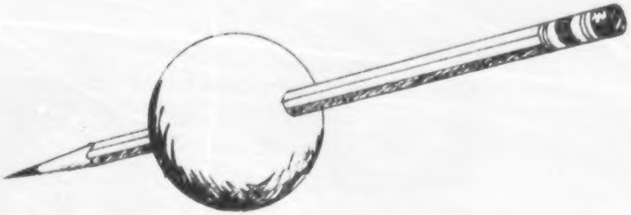
Primary pencils should be bound at point of grasp with cotton covered by adhesive tape.



Pencil and Rubber Ball

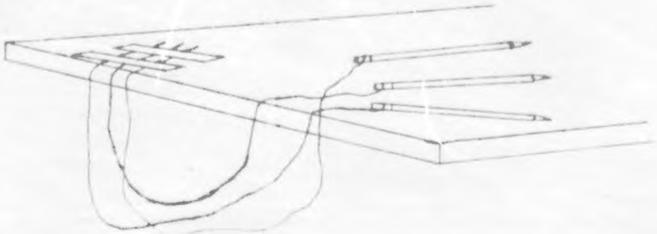
A hole is punched through a small solid rubber ball that fits the hand. The pencil is inserted through the hole. Student grasps ball to write.

Submitted by: Mrs. Esther A. Shockley
Shriners Hospital School
Greenville School District
Greenville, South Carolina 29609



Attached Pencils

A 24" length of seam binding may be attached to pencil. Attach other end of binding to desk, table, or lap board with masking tape to facilitate retrieval of pencils.



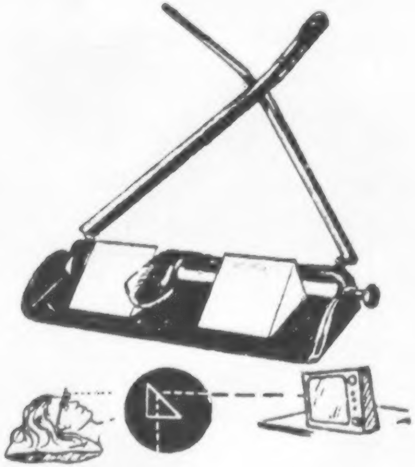
Pencil Loop

End loops may be sewn to cotton elastic to hold pencil.

RELAXA-SPECS OR PRISMATIC GLASSES

This item permits the patient to read, eat, talk to visitors and even watch television without moving the head or body. May be appropriate for the child who reads or studies when in a cast and cannot move his head to look down.

Submitted by: Betty Sue Jordan
Shriners Hospital
Greenville County School District
Greenville, South Carolina



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